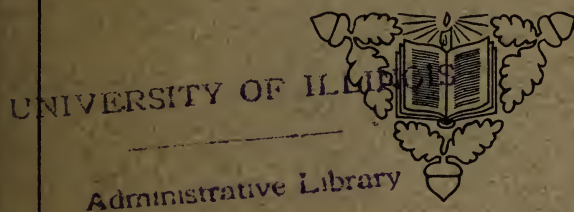


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Aurora College Bulletin

CATALOG NUMBER



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Aurora, Illinois
APRIL, 1918



Aurora College Bulletin

Catalog Number



AURORA, ILLINOIS
April, 1918

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COLLEGE CALENDAR

1918

First Semester begins Tuesday, Sept. 10, Registration of Students
 Examination, Mid-semesterTuesday, November 12
 Thanksgiving Recess beginsWednesday, 4 P. M., Nov. 27
 Thanksgiving Recess endsMonday, 7:30 A. M., Dec. 2
 Holiday Recess beginsFriday, 4 P. M., December 20

1919

Holiday Recess endsMonday, 7:30 A. M., January 6
 College Day commemoration of foundationJanuary 9
 Examinations, Mid-semesterThursday, April 3
 Registration, second semester, ...Wednesday, 8 A. M., January 29
 Washington's Birthday, legal holidayFebruary 22
 Examinations, Mid-semesterThursday, April 3
 Prohibition League Local Contest
 Spring Recess beginsFriday, 4 P. M., April 4
 Spring Recess endsMonday, 7:30 A. M., April 14
 May Festival
 Memorial Day, legal holidayMay 30
 Debating Clubs' Contest
 Literary Contest
 Baccalaureate ServiceSunday, June 8
 Elocution RecitalMonday, 8 P. M., June 9
 Examinations, end of semester, ..Monday and Tuesday, June 9-10
 Musical RecitalTuesday, 8 P. M., June 10
 June DayWednesday, June 11
 College CommencementThursday, June 12

CORPORATION

NAME

AURORA COLLEGE is the corporate name. It is incorporated under the laws of the State of Illinois.

OFFICERS

Rev. James A. Downs	Chairman
Rev. D. H. Woodward	Vice-Chairman
Roby C. Robbins	Secretary
Clarence E. Corbaley	Treasurer

BOARD OF TRUSTEES

	Expiration
James R. Singleterry, President	1920
William J. Watson, Secretary	1919
Henry Pollard	1918
Joseph W. Huls	1919
George E. Tyler	1919
Orrin R. Jenks, Ex officio	

ADVISORY BOARD

B. Forester	J. S. Lucas	W. E. Chandler
F. E. Warman	A. E. Bloom	A. H. Kearney
Burr A. L. Bixler	C. O. Farnham	I. F. Barnes

PRESIDENTS

J. Oscar Campbell	1893-1894
A. W. Sibley	1894-1895
G. V. Clum	1895-1898
M. L. Gordon	1898-1901
Nathan C. Twining	1901-1906
Bert Joseph Dean	1906-1911
Orrin Roe Jenks	1911-

FACULTY

ORRIN ROE JENKS, A. B., D. B.

President and Head of Department of English.

A. B., Mendota College, 1906; B. D., Chicago Theological Seminary, 1905; D. B., Divinity School of the University of Chicago, 1908.

NATHAN CROOK TWINING, A. B., A. M., Ph. D.

Emeritus Professor of Ancient Languages.

A. B., Milton College, 1861; A. M., Milton College, 1865; Ph. D., Milton College, 1908.

ROBY COLUMBUS ROBBINS, A. B., D. B.

Dean and Head of Department of Philosophy and Education.

A. B., Mendota College, 1904; D. B., Mendota College, 1906; student in the Law School of the University of Washington, 1910-1911; admitted to the Oregon Bar, 1911; student in the University of Chicago for A. M. degree, summer quarters of 1905, 1906 and 1916; all work for A. M. degree completed, except thesis. Special course in Education, University of Chicago, summer of 1917.

GEORGE H. DEWING, B. S., A. B., Ph. D.

Head of Department of History and Social Sciences.

B. S., Mendota College, 1909; A. B., Aurora College, 1912; Ph. D., Grove City College, 1914. Student in the University of Illinois, summer session, 1917.

CLARENCE RAYMOND SMITH, B. S.

Associate Professor in Modern Sciences.

B. S., Aurora College, 1914; student in State University of Iowa, 1914-15, summer of 1915 and summer of 1917.

LEONARD TOWNSEND RICHARDSON, A. B.

Head of Department of Foreign Languages.

A. B., Aurora College, 1915; student in University of Wisconsin for A. M. degree, summer quarter of 1916 and in the University of Chicago, summer of 1917.

ELIZABETH HAMMOND LESUER, A. B., A. M.

Associate Professor in Department of English.

A. B., Aurora College, 1915; A. B., Boston University, 1916;
A. M. Boston University, 1918.

PEARL LOUISE WEBER, Ph. B.

Philosophy and Associate Professor of Foreign Languages.

Ph. B. University of Chicago, 1899; Candidate for Ph. D., University of Chicago, 1899-1901; candidate for Ph. D., Cornell University, 1901-1902; instructor in Philosophy, Southwestern College, 1900-1901; head of Department of Foreign Languages, Muncie National Institute, 1915-1916. Professor of Psychology and Grammar, Ibid, 1916-1917.

RAYMOND DUHADWAY, A. B., A. M.

Head of the Department of Mathematics and Astronomy.

Student, Delaware College, 1891-1895, degree A. B.; principal of schools, 1896-1899; student, University of Pennsylvania, 1899-1901; principal of schools, 1901-1905; student in Europe, 1905-1906; instructor in Syracuse University, 1906-1909; A. M., University of Chicago, 1910; instructor, Universities of Iowa and New York, 1910-1913; student in Europe, 1913-1914; instructor in Washington University, 1914-1915; head of the department of Pure and Applied Mathematics, Highland Park College, Des Moines, Iowa, 1916-1917; head of the department of Mathematics and Astronomy, Aurora College, 1917- .

DAVID H. WOODWARD,

Professor of Homiletics and Pastoral Theology.

Student, Williams College, 1885-1886; school teacher, 1887-1891; ordained to the Gospel ministry, 1892; in the pastorate, 1893-1904; principal, Boston Bible School and Ransom Institute, 1904-1910; student, summer school, Newton Theological Institution, 1910; in the pastorate, 1910-1918; pastor of the College Church since 1917.

HARRY R. DETWEILER,

Head of Department of Music.

Pupil of Gadowsky and von Mickwitz in piano, and of Middleschulte in Organ; member of the Examining Board of the Illinois Music Teachers' Association in the Piano Department; Head of Columbia Conservatory of Music, Aurora, Illinois, 1908-1918.

MR. JOHN BARNARD,

Head Janitor and Engineer.

MRS. JOHN BARNARD,

Matron of Wilkinson Hall.

MRS. MINNIE FILLMORE,

Dining Hall Matron.

GENERAL INFORMATION

HISTORY

In the year 1892, a movement was started among the Advent Christian churches of the Central West for the founding of an educational institution which would provide a safe place for the educational training of young men and young women. In the month of August, 1892, the Western Advent Christian Publication Association was incorporated. Education was one of the specified objects of the corporation, the purpose being to establish a school for general education, with a department for the special study of Biblical truth as a prominent feature. A building, which had been erected in 1858, by the Lutherans, and the grounds, were secured and a school was started as Mendota Seminary, in Mendota, Illinois, on January 3, 1893. Within one year, the courses of study were enlarged and the name of the institution changed to Mendota College. The school was controlled and managed by the Western Advent Christian Publication Association until December, 1899, at which time a separate charter was procured for the college and it became an independent corporation.

Mendota College outgrew its accommodations, and steps were taken to erect more suitable and commodious buildings, when the question of procuring a new location arose. This resulted in the selection of Aurora as the new location. Mr. William George contributed one block of ground, the citizens of Aurora subscribed several thousand dollars to purchase additional ground and to assist in the erection of the new buildings. The work of construction was pushed rapidly. Ground was broken on May 31, 1911, and the corner stone was laid with appropriate ceremonies Saturday, July 21 of the same year. In August, 1911, the name of the school and corporation was changed to Aurora College, and on the third day of April, 1912, the college students assembled in the new buildings for the first time.

MANAGEMENT

The college is under the management of a Board of Directors, consisting of five members, who are elected for a term of three

years by the delegates of the Advent Christian Conferences of the Central West. However the constituency back of the school consists of all the Advent Christian Churches of the United States and Canada. These churches number six hundred and forty. The purpose is to make Aurora College the central educational institution of the Advent Christian people of the United States. By this new movement it is expected to raise a sufficient endowment and to secure a student body that will place this institution in the front rank of colleges.

LOCATION

The college buildings are on the west side of what is known as West Aurora. They are built on a high ridge, and an observer can see from the hall windows the whole city to the east, and miles of farming prairie lands in the other directions. No other spot about the city affords a broader and more picturesque view; no other can boast of purer air or more attractive natural surroundings.

Aurora city is situated in the south-east corner of Kane County, Illinois, thirty-eight miles from Chicago to the south-west. Several different lines of railway give the city good transportation connections with every part of the continent. Street car accommodations make it easy to go to and from the college buildings to any part of the city.

The first settlement in Aurora was made in 1834. Development has been both continuous and rapid. In 1857 the city was incorporated. Aurora was the first city in the world to own its electric light plant (1882). To-day Aurora is a growing city, with a population of 35,000. Progressive in its methods of administration, careful in its business policy, the city has obtained all modern conveniences and improvements such as public buildings, waterworks, paved streets, churches and other religious organizations, public library, and many civic and educational organizations. Another important factor is found in her public schools, which are of the highest grade. The school buildings are well kept, and new edifices are being erected and old buildings improved each year. Added to this are to be counted the rich farm lands surrounding the city, which are well cultivated and

productive. Within a radius of one hundred and twenty-five miles from Aurora are one hundred and fifty cities and villages, and this includes one of the ten "greatest cities of the world." Her citizens are thrifty, most of them owning their homes, and all are patrons of education and refinement.

THE BUILDINGS

Three new halls have been completed and furnished at an expense of over one hundred and twenty-five thousand dollars. Good walks have been made and proper gradings to make it convenient and pleasant for students to reach the several buildings. Several hundred choice trees have been planted, and other improvements are being made as means and time are found to go forward in the work.

Eckhart Hall, the main college building, is one hundred and ten feet long by seventy-two feet wide, and has three floors of these dimensions. There is also another floor for the Twining Museum, and the two Society Halls—the fourth floor. This hall will accommodate four hundred students.

Davis Hall. This is the women's building. It is seventy feet long and thirty-five feet wide. It has three floors devoted to living rooms; all rooms are fully furnished. There are accommodations for thirty students. Every room is provided with steam heat and electric light. In the basement is a large dining hall where meals are provided for both young men and young women. The dean of women lives in Davis Hall and has the oversight of all college women.

Wilkinson Hall. This is a hall similar to Davis Hall built as a dormitory for young men. It has accommodations for thirty-five young men. All rooms are heated with steam and lighted with electricity.

The Adams. This is a building having four apartments, with four rooms in each, and used as living rooms for professors or married students.

The Heating Plant. The boilers are located in a building which joins on the south end of Wilkinson Hall. From this building the heat is conducted under ground to all the buildings on the campus. It is a thoroughly modern vacuum steam heating

plant. Within the past year it has been improved at an expense of nearly four thousand dollars.

LIBRARY AND READING ROOM

The College Library contains nearly six thousand bound volumes, besides a large number of pamphlets and unbound magazines. Several hundred volumes are added to the library each year. These books are being purchased to meet the needs of the various departments of the college.

The reading room, which is a large, well-lighted room on the main floor of Eckhart Hall, contains the greater portion of the library books.

OTHER LIBRARIES

By special vote of the directors of the Aurora Public Library students of Aurora College are given the privilege of drawing books from this excellent collection, which consists of 35,000 volumes.

As Aurora is near to Chicago the great libraries of that metropolis are accessible and available. For reference work our students often visit the Chicago libraries. The following are amongst the largest:

The Chicago Public Library, 450,000 volumes, with full facilities for general reference.

The Newberry Library, 330,000 volumes, specially strong in theology, history, music, and the classics.

The John Crerar Library, 300,000 volumes, developed particularly with reference to social, economic, and historic lines.

LABORATORIES

The rooms set apart for the use of the Department of Science occupy the entire basement of Eckhart Hall. They comprise two recitation rooms, lecture room, two laboratories for Physics, laboratory and supply room for chemistry, two laboratories for Biology, office of the department, and shop. All of these rooms are commodious and well lighted and adapted to the uses for

which they are intended. The physical laboratory, chemical laboratory, and shop room are provided with electrical terminals for special voltages.

The lecture room seats eighty students and is furnished with tablet-arm opera chairs, each row raised above the one in front so that the lecture table may be readily seen from all parts of the room. The lecture table is equipped with gas, water, and electrical connections, and within easy reach is a fume hood and blackboard, also a projection curtain, chart hanger, and other conveniences. The college possesses a dissolving stereopticon and a number of charts.

Adjoining the lecture room on the north is a preparation room for demonstration apparatus and supplies and the preparation of experiments.

The department library is at present kept in the west recitation room, and is within ready access for all science students.

Biological Laboratories. The general laboratory is a north-east room and a large amount of window space on two sides of the room furnishes an abundance of light so necessary for microscopical work and fine dissections. The equipment includes dissecting microscopes, compound microscopes, a microscope especially adapted for photography and projection work, a good microtome, injecting instruments, dissecting instruments, mounting media and stains, a turn table, camera lucida, micrometer, prepared slides, drying ovens, and glassware. There are also two skeletons for work in anatomy and physiology.

Opening into the general laboratory is a smaller room in which is kept the preserved dissection material, a set of biological chemicals, the growing plants, aquaria, etc. This room is also equipped with tables for regular student use.

Chemical Laboratory. The chemical laboratory has desk room for thirty-two students; each desk is provided with gutter, running water, and gas. There are hoods for work with obnoxious gases, also a blackboard, and ample shelf room for re-agent bottles. The apparatus includes a Sartorius analytical balance, water still, Kipp gas generator for hydrogen sulphide, burettes, water baths, and such other apparatus as is usually found in

a chemical laboratory. An individual set of necessary apparatus is furnished each student.

Physical Laboratories. The general laboratory is a commodious room in the south west part of the building. Especially adapted tables are provided, and a heavy stone shelf projecting from the brick wall runs along two sides of the room making suitable support for delicate instruments.

Adjoining the physical laboratory is the optical laboratory. This can be easily darkened for spectroscopic and photometric work. Within this larger room is a small dark room provided with a sink for photographic work.

The physics apparatus includes such pieces as: air pumps—one large and one small; two dynamos—direct and alternating current; Toepler-Holtz machine, motors, numerous electrical measuring instruments, induction coils, storage batteries, resistance boxes, wireless telegraph outfit, Geissler tubes, spectrometer and goniometer, optical disk, barometer, linear expansion apparatus, and the usual equipment of balances, weights, vernier calipers, etc.

TWINING MUSEUM

The Twining Museum was named in honor of Dr. Nathan C. Twining, formerly a professor in Aurora College and director of the museum. Dr. Twining had a special interest in geology, and during his extensive travels had Aurora College always in remembrance; so it was largely through his efforts that a fine collection of shells, fossils, minerals and curios has been accumulated. These specimens, many of which are of great value, have been partially classified and arranged.

The zoological material includes a good collection of mounted hawks and quite a number of other mounted specimens, mostly birds. A collection of insects has been started and is steadily growing. Special mention should also be made of the ethnological collection secured largely through Miss Ella Jones, a former student, now a missionary in India.

Large rooms on the upper floor of Eckhart Hall have been reserved for the display of our museum, and the work of arranging and classifying is in progress. In the meantime it is re-

quested that the many friends who have so kindly aided in the past, and others, continue to add to the collections.

It will aid very much in the arrangement and classification of specimens to have the senders describe the articles sent. Always give the name of the donor, the place where the specimen was secured, and the time when it was obtained.

BOARDING

The college has a commodious dining room and well equipped kitchen. Board will be furnished at the lowest price permitted by the cost of food and other supplies. Private boarding places may be secured; but this should be done only with the consent and advice of the management of the college.

ROOMS

All students are expected to room in the college dormitories or in places approved by the college faculty. Students whose homes are in the city or who wish to room with relatives or friends of their family, are excepted from the above requirements.

Furnished rooms in private families can be had in the vicinity of the college if desired. Students rooming outside of the college dormitories are subject to the same rules as those rooming in the dormitories.

Changes in rooming or boarding places may be made only with the consent of the faculty.

DORMITORY REGULATIONS

Wilkinson Hall is under the management of a competent matron, Mrs. John Barnhard, who acts as a mother and friend to the young men, and who is charged with the enforcement of the regulations that govern the conduct of the students of the hall. The regulations have been approved by the faculty of the college, and the committee must also be approved by the faculty. Great care is exercised in regard to the persons who are allowed to become occupants of the hall. And if any person is unwilling

to conform to the regulations of the hall such a person is not allowed to remain in the dormitory.

Davis Hall is under the supervision of the Dean of Women, who is also the Dean of the Hall. Every effort is made to make the hall homelike and to safeguard the welfare of the young ladies occupying it.



COLLEGE SOCIETIES

There are several societies connected with Aurora College and each is organized with a constitution and rules of order for its special government. Students who enter these societies profit much in qualifying for the work of life. It affords opportunity for original and personal work in a world outside the instructor's care.

LITERARY SOCIETY

In this society programs of a literary and musical character are prepared and given by the students. The topics presented in these programs are of either current or educational interest, but it is endeavored to make every program entertaining as well as instructive.

MEN'S DEBATING CLUB

This club is open for membership to all young men of the institution. Current and interesting questions are discussed and drills in parliamentary usages conducted in such a manner as to prepare the student for the sterner contests of later life. Meetings are held regularly every week.

WOMEN'S DEBATING CLUB

The women are organized under the name of Adelpheia Rhetoricas. The regular meetings are held every week. Only questions of vital interest are discussed in this club. Regular parliamentary drills are carried on according to the best rules. The object of this club is to encourage the student in presenting before an audience in a clear, forceful, and logical manner the interesting discussions of every-day public life.

COLLEGE PROHIBITION LEAGUE

This is a temperance society under the supervision of the National Intercollegiate Prohibition Association. Its purpose is to educate college young men and women in various phases of

the liquor problem, and to interest them in the fight against the legalized liquor traffic. The society is not political in any sense, but only educational, having no party significance. Each year local, state, and interstate contests are held, at which prizes in oratory are offered; members of the local society are eligible to try in these contests.

COLLEGE CHORAL CLUB

This society is conducted by a director from the music department. All who can read music easily and whose voices are true are eligible for membership. A small tuition fee is charged. Each year the Choral Club gives a number of concerts, which are duly announced.

ATHLETICS

The aim of Aurora College is to send out men systematically developed, and the college is exerting every effort to provide the best opportunities to produce sane, healthful, and enjoyable physical exercise. As an aid to the accomplishment of this end we have a well organized Athletic Association.

The college has an up-to-date gymnasium, equipped with modern apparatus,—bars, rings, dumb-bells, indian clubs, mats, weights, etc. It is also equipped for indoor baseball, volleyball and basketball.

The principal intercollegiate games are basketball, baseball and tennis.

PHYSICAL CULTURE FOR MEN

This work is based on a physical examination made at the beginning of each semester. At the time of registration an appointment for this examination will be made. If made at any other time, a special fee will be charged. The aim of physical training is not primarily to develop athletes but rather to preserve a normal development of the physical organs which shall be conducive to more efficient mental effort. The importance of

right habits of exercise, diet, dress, bathing, rest and recreation, is emphasized.

Students having organic heart trouble or any other weakness which would make it dangerous for them to indulge in vigorous exercise are prevented from taking part in athletic competition or heavy gymnastics. All members of the intercollegiate teams are subject to constant supervision, and must be in good standing; first in their classes, secondly in the Athletic Association.

Two hours a week for two years in the gymnasium or on the athletic field are required of all students who are not excused for some valid reason; and all physical exercise, whether indoor or outdoor, is under the general supervision of the Physical Director.

Students are required to provide themselves with a gymnasium suit and for the sake of uniformity, it is recommended that this be obtained through the college.

PHYSICAL CULTURE FOR WOMEN

The young women meet in the gymnasium three times each week for drill.

The training is based upon the Swedish and German systems of free movement and light gymnastics, and includes breathing exercises, flexing exercises to overcome stiffness, exercises to develop muscular control, the use of Indian clubs and dumbbells, wand drills and marching tactics. A gymnasium costume consisting of full bloomers and blouse is required for each student. In order that our classes may present a uniform appearance it is preferred that the costumes be procured at the college.

RELIGIOUS EXERCISES

CHAPEL SERVICE

Daily from 10:30 to 11 o'clock, the faculty and students assemble for religious service. The exercises combine true devotion with instruction along lines of especial interest and help to students.

All students are required to attend these services.

PRAYER-MEETINGS

With the exception of Wednesday, Saturday and Sunday evenings, daily prayermeetings are held by the students. These meetings have proved very helpful to their religious life. The attendance is voluntary. Students are urged to join with the church in the regular Wednesday evening prayer-meetings and in the Sunday services.

INSTRUCTION

The aim is to make the instruction in all departments thorough and practical, to stimulate individual effort, and to prepare the student for original investigation and independent thinking.

The class-room work is carried on by means of lectures and recitations from the best text books, with free discussion in class, supplemented by the presentation of papers, notes and outlines on various subjects assigned in connection with the work. Special attention is given to laboratory work and the preparation of note-books.

ADMISSION

The College is open to students of both sexes on equal terms, without regard to nationality or religious faith.

Candidates for admission to the college in any of its departments, must furnish testimonials of good moral character. If from other institutions a certificate of honorable dismissal must also be presented.

Students will be admitted to the freshman classes of the college by credentials from accredited schools or by examination. In either case full standing will be given only after ability to pursue a college course has been demonstrated by satisfactory work. The work of students who enter by credentials must be equivalent to a four year's high school course.

CREDITS FOR ADMISSION TO COLLEGE

A credit is the amount of work usually accomplished in a subject in a high school by one daily recitation of forty-five min-

utes during one school year. The minimum number of credits upon which a student will be admitted to a regular college course is fifteen. These are fixed as follows:

Foreign Language	3 credits
English	3 credits
Mathematics	2 credits
History	1 credit
Science	1 credit

And five credits from the following:

Foreign Language	1, 2 or 3 credits
English	1 credit
Mathematics	1 credit
History	1, 2 or 3 credits
Science	1, 2 or 3 credits
Civics	$\frac{1}{2}$ credit
Commercial Law	$\frac{1}{2}$ credit
Commercial Geography	$\frac{1}{2}$ credit
Political Economy	$\frac{1}{2}$ credit
Bookkeeping	1 credit
Shorthand and Typewriting	1 credit

Students who can furnish only two credits in foreign languages may be admitted to the scientific course, provided they have fifteen credits properly distributed.

Blanks for the convenience of those wishing to apply for admission credits will be furnished on application. As far as possible, all matters pertaining to admission and to admission credits should be attended to by correspondence before coming to the college. This will save time and insure proper classification.

ADVANCEMENT, GRADUATION AND DEGREES

The students' work at Aurora College is estimated in terms of hours and grade-points. An hour in this connection means class work taken one hour each week for a semester, or its equivalent. A grade-point is the measure of the quality of the work done.

No student will be advanced to a higher class with a deficiency of more than six hours, and no student, except by special permission from the Dean, will be advanced to a higher class who has not secured at least fifteen grade-points in the year from which he wishes to be advanced.

Grade-points are estimated as follows: a standing of A secures one grade-point for every semester-hour completed; B, three-fourths of a grade-point; C, one-half of a grade-point; D, one-fourth of a grade-point. A standing of E passes the student, but gives no grade-point; F indicates a failure with the privilege of re-examination and FF, without such privilege. B plus, C plus, and D plus represent respectively seven-eighths, five-eighths and three-eighths of a grade-point for each semester-hour. It will be seen that an average standing of C is necessary to procure for the student the grade-points required for graduation, on the basis of 120 hours.

For graduation with a Bachelor's degree a minimum of sixty grade-points will be required and at least 120 semester hours exclusive of work done in physical training and in the Literary and Debating Societies. In addition to this, the student will be required to furnish a well-written thesis on a subject approved by the head of the department in which he has done the major part of his work. Two bound copies of the thesis must be filed with the secretary of the college before graduation. Students may, however, with the advice of the head of the department in which they major, have a choice between writing a thesis and taking extra work. In lieu of a thesis a minimum of five semester hours will be required in addition to the 120 already specified.

GENERAL REGULATIONS

All required work in a subject must be completed before the second month of the following semester.

In any semester a student must pass fifty per cent of the hours for which he is enrolled in order that he may be permitted to enroll for the following semester.

No credit will be given for less than the required amount of work in any course.

No credit will be given in foreign language towards graduation for less than one year's work, except in continuation of one year or more of the same language taken at another time.

ATTENDANCE

1. Students are expected to attend all the regular exercises in the courses for which they are registered.

2. A student may, on the recommendation of his Faculty adviser, withdraw from any course elected during the first six weeks of the semester without prejudice to his standing.

3. If in any semester the number of absences marked against a student in any course exceeds one-tenth the total number of exercises in that course, he will be required to do extra work at least equal in amount to the work done by the class during the entire time of his absence. This work will be tested by an additional examination or otherwise, as the instructor may elect.

4. If in any semester the number of absences marked against a student in any course exceeds one-sixth the total number of exercises in that course, he will be debarred from the examination in that course and will be treated as any other student with standing F.

5. Absences necessarily incurred by members of any athletic, musical, or other student organization and recommended by the member of the faculty having that organization in charge, will not be considered in enforcing these regulations.

6. Any appeal from the penalties incurred under these rules shall be made in person or in writing to the Standing Faculty Committee on Attendance. In applying these regulations it is assumed that there are eighteen full weeks in every semester.

EXAMINATION

At the end of each semester students are examined in all studies of the semester. In general, these examinations are written. Besides these final examinations partial examinations or written recitations may be held during the semester.

A student who receives a standing of F in any course is given one opportunity to pass a supplemental examination before

the course is given again. If he fails to pass this examination he is required to take the course in the next regular class. Supplemental examinations are given the first Tuesday of the second month of the following semester.

REGISTRATION

Students will find it to their advantage to be present and to complete their registration on regular registration days. The average student should register for fifteen or sixteen hours per week. But in special cases a student may be permitted to carry eighteen hours per week. There will be an extra charge for all work over sixteen hours per week. No regular student will be permitted to take less than fourteen hours per week.

Each student is required to pay a registration fee at the opening of the semester. Twenty-five cents per day will be added to the regular fee for late registration, the total fee not to exceed two dollars.

TIME TO ENTER

The majority of the subjects composing the college courses are carried as either one or two semester studies. To take up a two semester (a full year) study, or a study that is carried only during the first semester, students should enter at the beginning of the year in September. To take up subjects that are designated as second semester studies, students should enter not later than the opening of the second semester.

COURSES OF STUDY LEADING TO DEGREES

The following courses in the College lead to the baccalaureate degree: (1) the ancient classical, (2) the modern classical, (3) the scientific course.

SYNOPSIS OF THE COURSES OF STUDY

Freshman Year

In the Freshman year students are required to take Rhetoric three hours each semester, Biblical Literature one hour each semester, gymnasium work three hours each semester, and three of the following studies:

Biology	Greek
Chemistry	History
English Literature	Latin
French	Mathematics
German	

At least two of the electives must be in continuation of subjects presented for entrance.

Sophomore, Junior, and Senior Years

In the three upper years students are required to elect fifteen hours each semester from the courses of the following departments.

Group I.	Group II.	Group III.
	Biblical Literature	Astronomy
English Literature	Economics and	Biology
French	Sociology	Botany
German	History	Chemistry
Greek	Music	Geology
Latin	Education	Mathematics
Public Speaking	Philosophy	Physics
	Political Science	Zoology
	Psychology	
	Religious History	

For the convenience of students, there have been prepared the following outlines of work required for the degrees of Bachelor of Arts and Bachelor of Science, respectively:

Courses leading to the degree of Bachelor of Arts.

Major Subject (Group I or II) 20 hours

Related Subjects 18 hours

Minors:

Laboratory Science 6 hours

Science of Mathematics 8 hours

Foreign Language
(unless included in Major) 12 hours

Studies in Group II
(unless included in Major) 12 hours

Freshman required subjects:

Rhetoric 6 hours

Biblical Literature 2 hours

Free electives 36 hours

At the option of the Major Adviser, 24 hours may be required in the Major subject; in this case, however, only 15 hours are required in related subjects. **The latter need not be in the same group as the Major.**

Course Leading to the degree of Bachelor of Science.

Major Sciences 20 hours

Related Sciences 18 hours

Minors:

Foreign Language 12 hours

Studies in Group II 12 hours

Freshman required subjects:

Rhetoric 6 hours

Biblical Literature 2 hours

Additional Requirements:

Mathematics 8 hours

Free electives 42 hours

Departments of Instruction

I. ENGLISH

1. **Rhetoric and Composition.** A study of the principles of rhetoric, the writing of themes on topics of general interest; class-room criticism and instruction; literary reviews; the reading and analysis of selections from standard literature. Standard text used.

Two Semesters. 6 hours.

2. **History of English Literature.** A chronological survey of the development of English Literature from the earliest times to 1900. Special readings in Chaucer, Spencer, Milton, Dryden, Defoe and Johnson.

One Semester; 3 hours.

3. **The Drama.** A study of the technique of the drama with special readings from Eschylus, Euripides, Racine, Moliere, and Sheridan.

One Semester; 4 hours.

4. **The Short Story.** A study and application of the principles of construction; the reading of short stories and class discussion; original work required of every student.

One Semester; 3 hours.

5. **Shakespeare.** An intensive study of six Shakespearean plays with assigned readings.

One Semester; 3 hours.

6. **Argumentation and Debating.** A course to train in habits of accurate thinking, the gathering of material for arguments, the constructing of briefs, and the presentation in formal debating. Frequent debates are required as a part of the class-room work. These debates are criticised as to thought, arrangement, use of evidence, rebuttal tactics, literary form and delivery.

One Semester; 2 hours.

7. **Introduction to Old Testament Literature.** With the history of Israel as a background, the messages of Israel's law-givers, poets and prophets are studied.

One Semester; 3 hours.

8. **Introduction to the Literature of the New Testament.** A survey is first made of the history of Jesus and the Apostles. Then a study is made of the addresses, orations, sermons and epistles as they are found in the New Testament.

9. **The English Romantic Movement.** Coleridge, Wadsworth, Byron, Shelly and Keats.

One Semester; 4 hours.

10. **The Victorian Era.** Browning, Tennyson, Rosetti, Arnold, Morris and Swinburne.

One Semester; 4 hours.

11. **American Literature.** A study of the rise and development of the literature of our country, with special readings in Franklin, Irving, Hawthorne, and Emerson.

One Semester; 3 hours.

12. **The Novel.** A study of the development of the modern novel, with special readings in Bunyan, Jane Austen, Dickens, Scott and George Eliot.

One Semester; 3 hours.

II. FOREIGN LANGUAGES

LATIN

1. **Livy and Tacitus.**—Selections from Livy and the Germania of Tacitus. Grammar and composition one hour a week. One semester; 5 hours.

2. **Cicero and Horace.**—Cicero's Cato Maior and Laelius; selected odes of Horace. Study of Latin prosody. One semester; 4 hours.

3. **Roman Comedy.**—The history of classical comedy with reading of plays from Plautus and Terence. The comedies as documents of private and public life. One semester; 4 hours.

4. **Roman Satire.**—Reading of selections from Horace, Juvenal and Persius, with special attention to their influence on later satirists. Study of the political and social conditions which brought forth these satires. One semester; 4 hours.

5. **Classical Mythology.**—Systematic study of classical mythology with reference to its appearance in Greek, Roman and English Literature. One semester; 3 hours.

GREEK

1. **Elementary Greek.**—The rudiments of the grammar, both in forms and syntax, sufficient to begin reading simple Greek prose. Two semesters; 8 hours.

2. **Xenophon: Anabasis.**—Prerequisite, course I or its equivalent. One semester; 4 hours.

3. **Composition and Grammar.**—Practice in prose composition and a systematic study of syntax. Two semesters; 2 hours.

4. **Homer: Iliad.**—Reading of selections from the Iliad, with discussions on historical and literary problems related to the study of the work. One semester; 4 hours.

5. **Greek Tragedy.**—Study of the Oedipus of Sophocles, the Prometheus of Aeschylus and the Alcestis of Euripides. Open to those who have had course two. One semester; 4 hours.

6. **New Testament, Course A.**—Reading of the Gospels. Study of the peculiarities of New Testament syntax. Open to students who have had course I. Two semesters; 8 hours.

7. **New Testament, Course B.**—Open to students who have had course 6 or two years of classical Greek. Two semesters; 8 hours.

8. **History of Classical Greek Literature.**—A course embracing those writers who made Greek literature preeminent among the literature of the world and who have had such an immense influence on all subsequent literature, with special reference to their effect on English Literature. Knowledge of the Greek language is not required for this course. One semester; 4 hours.

FRENCH

1. **Elementary French.**—Stress is laid on accurate pronunciation by means of drill in practical phonetics. The essentials of grammar, daily oral work, exercises in translation, dictation and composition. Fraser and Squair's French Grammar and Bierman and Frank's Conversational French Reader are used. One semester; 4 hours.

2. **Elementary French (continued.)**—Much oral work, increased practice in conversation. Fraser and Squair's French Grammar continued, Bierman and Frank's Conversational French

Reader completed, followed by Guerlac's Standard French Authors. One Semester; 4 hours.

3. **Second Year French.**—Modern Short Stories and Dramas. Review and completion of Fraser and Squair's French Grammar, readings in New Testament. Frequent practice in accurate pronunciation, dictation and composition. Two Semesters; 8 hours.

4. **Contemporary French Readings.**—A rapid reading course. Constant practice in conversation, dictation and composition. One semester; 4 hours.

5. **Seventeenth Century Drama.**—Representative plays from Corneille, Racine and Moliere. Essays in French. Conversation. One semester; 4 hours.

6. **French Literature.**—Survey of French Literature from the time of the Celts to the twentieth century. Duval's History of French Literature. One semester; 4 hours.

SPANISH

1. **Elementary Spanish.**—Stress is laid on accurate pronunciation by means of drill in practical phonetics. Elements of grammar, written and oral exercises, dictation, translation and composition. Text books: Ingraham-Edgren's Spanish Grammar and De Vitis' Spanish Reader. One semester; 4 hours.

2. **Elementary Spanish (continued).**—Continued study of grammar; reading, conversation, dictation. Spanish poems for repetition. Ingraham-Edgren's Spanish Grammar and De Vitis' Spanish Reader completed, followed by the use of Becquer's "Legends, Tales and Poems." One semester; 4 hours.

3. **Commercial Spanish.**—Drill in practical and business vocabulary. Harrison's "Spanish Commercial Reader" and Bonilla's "Spanish Daily Life." Prerequisites, Spanish I and II. One semester; 4 hours.

4. **Commercial Correspondence.**—Letterwriting, commercial and scientific readings. Prerequisites, Spanish I, II, and III. One semester; 4 hours.

5. **Advanced Spanish.**—Advanced grammar, conversation and readings; composition and dictation. Selections from Caldos, Valdes and Valera. Prerequisites, Spanish I and II. One semester; 4 hours.

GERMAN

1. **First Semester German.**—Grammar and easy readings with practice in speaking and writing German. One semester; 4 hours.

2. **Second Semester German.**—Easy texts. Work in continuation of Course 1. Prerequisite, course 1, or one year of high school German. One semester; 4 hours.

3. **Third Semester German.**—Drill work in grammar, composition and oral practice based upon texts of moderate difficulty. Prerequisite, Course 2, or two years of high school German. One semester; 4 hours.

4. **Fourth Semester German.**—Continuation of course 3. Prerequisite, course 3, or three years of high school German. One semester; 4 hours.

5. **Modern German Prose.** Historical and scientific texts. Designed especially for students majoring in other departments who wish to train themselves to read works in German in their particular fields. One semester; 4 or 5 hours.

6. **Phonetics.**—A general study of phonetics dealing with the formation and classification of speech-sounds, methods of representing them, comparative phonology of English, French and German, thorough practice in phonetic transcriptions. With modern methods of teaching foreign languages a practical knowledge of phonetics is absolutely essential to all who are preparing to teach modern languages. One semester; 1 hour.

III. HISTORY AND SOCIAL SCIENCES

HISTORY

1. **American History and Government.**—This course is designed for freshmen and sophomores. Commencing with the earlier causes of American settlement it seeks to discover the beginnings of the forms and principles that lie at the foundation of the history and the government of the United States. From these beginnings the development of the political institutions is traced, and the causes which determine the form and spirit of our political and social economy brought from the facts of his-

tory to the attention of the student. The purpose is to place the student in a position where the peculiar forces which have produced and moulded the national unity and sovereignty of the nation may be sufficiently understood to give intelligent direction to the activities which devolve upon every American citizen. Only the best text books are used. A considerable amount of library work is also required. Two semesters; 8 hours.

2. History of the British Empire.—This course is intended especially for students in the freshman and sophomore classes, and is well adapted to aid students of English literature.

Such are the relations of the British Empire to the powers of Continental Europe and the world at large, as to render a review of the history of other nations necessary. By this method the student discovers the forces which have produced and the principles which underlie the great fabric of international development that now are transforming the political relations of the globe. Two semesters; 8 hours.

3. European History.—This course is designed to meet the requirements of junior and senior classes desiring advanced work in modern history. Commencing with a survey at the time of the fall of the Roman power in the West, the historic lines are traced to the opening of the twentieth century (1915). The origin of modern nations is sought, and the development of the social, economic, and political forces which characterize the governments of the several states is traced. Two semesters; 8 hours.

4. Roman History.—This course reviews the history of Rome from the foundation of the city to the close of the empire in the West (A. D. 476). It is designed for students in the Junior or Senior years of college. Some previous knowledge of Ancient History is necessary to secure the best results to the student. Good text books are used, and considerable library work is required. Two semesters; 8 hours.

5. Church History.—See "School of Theology," IV. Two semesters; 8 hours.

English History alternates with American History and Government, and European History alternates with the History of Rome. Church History is given once in two years. Each year

the courses will be determined for the student at the time of his registration.

THE SOCIAL SCIENCES

1. **The Principles of Economics.**—This course deals with the general principles of economic science as they exist in present day conditions, and the outlines of some of the more common problems being solved in business and national enterprises. One semester; 4 hours.

2. **Modern Economic Problems.**—This course is designed to follow course 1, and deals with current economic problems more definitely and concretely than the preceding study. Problems of taxation, commerce and finance are dealt with from a practical point of view. One semester; 4 hours.

3. **Economic History.**—A history of the development of economic thought in the western world, studied from a critical point of view. This course deals with the relations of economic to social and political situations at various points of national history, and should follow Economics 1. One semester; 4 hours.

4. **Constitutional History.**—A study of the sources and development of the Constitution of the United States: (1) to the adoption of the Articles of Confederation by the colonies; (2) the period from the time of the Revolutionary War to the adoption of the Constitution of the United States; (3) from the first congress to the close of the civil war and the reconstruction; (4) from the reconstruction to the present time. Reference work and lectures form an important part of the course. One semester; 3 hours.

5. **Constitutional Law.**—This course is designed to follow the course in Constitutional History. The legal phase of the constitution is studied and the influences of statutory law and court decisions are considered. Text books and works of reference are used. One semester; 2 hours.

6. **International Law.**—Students who register for this study should have passed a thorough course in general history and also at least one year in the high school work in United States history. The earlier history of international relations is carefully reviewed. States, their essential elements, rights and powers,

are studied. The development of the present method of treaty relations, conventions, and the international peace congresses are traced. Citizenship and the rights of individuals in international law are considered. Good works of reference are consulted and students are required to work out problems of international privilege, and furnish a final thesis upon some acceptable question of international law. One semester; 4 hours.

7. **Sociology.**—This course, offered in the Sophomore year, embraces the study of the nature and laws of human society and deals with the principal forms of social organization; with the thoughts, sympathies, purposes, and causes which make society possible; with the benefits that society confers, and with the forces and activities that make the individual a potent member of society. It seeks to discover the foundations of the social structure and the practical values which enter into the local, state, and national institutions. Illustrations are drawn from history and observation. Prerequisite to this study is a college course in psychology. One semester; 4 hours.

IV. MODERN SCIENCES

BIOLOGY

1. **Botany.**—This course comprises (1) Plant Physiology, (2) Morphology and Life History of Representative Plants, (3) Plant Members in Relation to Environment, (4) Vegetation in Relation to Environment, and (5) Representative Families of Angiosperms. Much microscopic work is required in this course. Three recitation periods of one hour each and one laboratory period of two hours. Two semesters; 8 hours.

2. **Zoology.**—A consideration of the structure and classification of animals, their adaptation to environment and relation to man. To give a general view of the entire animal kingdom at least one representative type of each phylum is studied more or less completely. Representative invertebrates and several vertebrates are studied in the laboratory. One semester; 4 hours.

3. **Physiology.**—This course embraces a thorough study of the structure and functions of the human body, and the more important problems of hygiene and sanitation. Martin's "Human

Body," Advanced Course, is used as a basis for the work. Considerable reference work is done. In the laboratory special attention is given to the histology of the tissues and each student prepares a set of permanent slides. The anatomy of the mammalian brain is also given special study, and the work includes such other studies as the eye, heart, kidney, liver, lung, digestion, etc. Two semesters; 8 hours.

CHEMISTRY

1. **General Chemistry.**—A course designed for college students. A study of the metallic and non-metallic elements, their history, occurrence, preparation and properties, and their chief compounds. Attention is given to fundamental facts, laws, and theories. Laboratory work furnishes practical illustrations of the subjects studied in the class room. Five hours a week: two hours laboratory, three hours recitation. May be taken as a five hour course by students doing two hours per week more laboratory work. Two semesters; 8 hours.

2. **Qualitative Analysis.** Chemistry 1 is desired for a prerequisite to this course though by special permission students from academy chemistry may be admitted. The course consists of a thorough study in the separation and identification of the common cations and anions. Special attention is given to the theory of solutions, ionization, etc., and to applications of the chemical equation. Stieglitz' text and manual are used for most of the work. During the second semester the course consists largely of laboratory work and students must have eight hours per week at their disposal. Two semesters; 8 hours.

3. **Quantative Analysis.**—Open only to those who have completed or are taking Chemistry 2. This course consists of a carefully selected series of quantitative determinations designed to give the student a wide range of typical methods of quantitative manipulations, both gravimetric and volumetric. Laboratory work forms the larger part of the work; this is supplemented with lectures, recitations, and problems. Two semesters; 6 hours.

PHYSICS

1. **Mechanics and Heat.**—Prerequisites, plane and spherical trigonometry, college algebra, and academy physics or its equivalent.

lent. This is a thorough course in Mechanics, Properties of Matter, and Heat. Parts I and II of Spinney's text are used as a basis for the work. Experimental lectures supplement the text. Laboratory work includes experiments in exact measurements of lengths, angles, masses, coefficients of elasticity and rigidity, specific heats, etc. This work is intended to acquaint the student with the use of delicate instruments and to train him to make systematic, accurate, and independent observations; also to bring him to a more thorough understanding of the meaning and importance of formulae and laws in physics. Recitation three hours per week, and laboratory two hours. First semester; 4 hours.

2. **Electricity, Sound, and Light.**—Prerequisite, Physics 1 or its equivalent. Elementary theory of electricity and magnetism, the wave theory of light, optical instruments, dispersion, interference, photometry, color. Sound is treated in an advanced manner. Laboratory work will include, spectroscopy, measurements of angles, of prisms and of indices of refraction, electrical measurement of resistance, potential, and current, and the study of telescopes, microscopes, induction coils, etc. Recitation three hours per week and laboratory two hours. Second semester; 4 hours.

3. **Light.**—Will be given when desired by a sufficient number of students to justify forming a class. Prerequisites, Physics 1 and 2. Recitation and laboratory work. The following topics will be taken up, the wave theory, propagation and production of light, the spectrum, absorption, dispersion, interference, diffraction, polarization, and a study of the colors of crystalline plates. One semester; 3 hours.

GEOLOGY

1. **General Geology.**—Consisting of three parts: (1) Dynamical Geology, (2) Structural Geology, (3) Historical Geology. The Geology of America is made the most prominent, especially in divisions (1) and (2). The work in Historical Geology is materially aided by the collections of fossils and rock specimens to be found in the College Museum. One semester; 4 hours.

2. **Mineralogy.**—Intended to follow Geology 1. A brief course in the study of minerals, and their determination in hand specimens. A well arranged and classified collection of about 150 typical minerals serves as a guide to laboratory work. One semester; 4 hours.

3. **Economic Geology.**—A study of the mineral products of the United States with reference to important foreign sources. The geological aspect of the subject is made prominent. This course should follow Geology 2. One semester; 3 hours.

V. MATHEMATICS AND ASTRONOMY

MATHEMATICS

Note.—The following plan of our College Mathematics courses, following upon the three units (years) of our Academy Mathematics courses, has been followed, in 1917-1918, by three-fourths of our college mathematics students. In this curriculum first place is given to students who have presented three units of Academy courses, i. e., one and one-half years of algebra and an equal amount of geometry; secondly, for those who present a half-unit less than three units, the courses are slightly augmented so as to include the half-unit deficiency; cf e. g. course 2b. Thirdly, those who present only the minimum of two units take their mathematics in those courses that are listed in this catalogue as Academy courses, but which are often considered of college grade; a certain amount of college credit has been given for this work when it has not been presented for college entrance credits (these students of the third class who, at the beginning of the year, were a school-year behind the first, are, after the lapse of a year, a half-year of College Algebra behind); these Academy complete courses will prepare adequately for the Sophomore mathematics courses.

1. **College Algebra.** First semester; arranged for Freshmen; for prerequisites see advices under 2b and the note above. In 1917-1918, this course has covered the latter half of Wells's College Algebra, beginning with a brief review of quadratic equations, and including all the topics usually taught in Freshman

Algebra classes, viz. Convergence and Development of Series, Undetermined Coefficients, Logarithms and their practical use, Permutations and Combinations, Probability, Determinants, Theory and Solution of Higher Equations, Complex Numbers, Graphing. One semester; 5 hours.

2a. **Trigonometry, Plane, Analytical and Spherical.**—The Trigonometry of 2 b (q. v. seq.) plus three hours per week, either in Loney's Analytical Trigonometry (Cambridge, England, University Press) or in Geometrical Conics (for description and texts see the Academy course of the first semester) during the second part (eight weeks) of the course. Second semester; 4 hours.

2b. **Trigonometry and Solid Geometry.**—The usual college courses in these correlated subjects combined, for college students who have been apt in Plane Geometry and Algebra, including logarithms and graphing (students may, nevertheless, learn these topics at this time in the Academy Algebra or otherwise). First part (eight weeks): Trigonometry four hours per week and Solid Geometry one hour per week; second part (eight weeks): these subjects interchanged; last two weeks: Spherical Trigonometry. The content of this course is that of the Academy courses (q. v.), covering almost a full year, in these subjects; and is prerequisite to the proper study of every subsequent mathematics course; cf Note, above. Second semester; 5 hours.

2c. **Solid Geometry and Spherical Trigonometry of 2 b.** Credit $2\frac{1}{2}$ hours.

2d. **Trigonometry of 2 b.** Credit $2\frac{1}{2}$ hours.

3. **Analytic Geometry, Plane and Solid.**—Arranged for the first semester of the Sophomore year. Text: Riggs (The Macmillan Co.) or Tanner and Allen (American Book Co.). For prerequisites, see advices under 2 b. One semester; 5 hours.

4. **Calculus. Differential and Integral.** Arranged for the second semester of the Sophomore year or the first semester of the Junior year; cf 5a. In 1917-18, Love's Calculus (The Macmillan Co.) was taught. One semester; 4 hours.

5a. **Statics and Dynamics: Theoretical Mechanics.**—Texts Loney's Elements (Cambridge University Press) and Jeans's Theoretical Mechanics (Ginn & Co.). Either this course or the

preceding course in Calculus will be given the second semester of the Sophomore year; the other of these courses will follow in the Junior year. Prerequisite: Trigonometry, including the graphical parts; also Calculus will be a prerequisite if 5b should be a part of this course. One semester; 4 hours.

5 b. **Theoretical Mechanics** for Calculus students; supplementary to 4 and 5a. This course may be given either in connection with, or as a part of, 5a. One semester; 1 hour.

6. **Advanced Calculus**, including Differential Equations or Elliptic Integrals; Modern Analytic Geometry; Descriptive Geometry; Advanced College Algebra; or some other topic, as may be required.

ASTRONOMY

Prerequisites: Plane and Spherical Trigonometry, Conic Sections and a thorough knowledge of Algebra. A general course covering one semester, dealing with Descriptive, Spherical, Practical and Theoretical Astronomy, Astronomical Mechanics and Astro-Physics. The study includes instruments and their uses; observations, and corrections for parallax, refraction, and aberration; the earth and its motions, precession, nutation; methods of determining longitude, latitude, and the time,—both sidereal and solar; a study of the planets,—size, distance, periods, etc. Practical problems form a large part of the work. One semester; 4 hours.

VI. PHILOSOPHY AND EDUCATION

PHILOSOPHY

1. **Psychology**.—This is a course in General Psychology, dealing with the elementary processes of the mind and the various phases of consciousness, intellect, feeling, and will. Angell's Psychology is made the basis of the course; but it is supplemented by lectures, and by readings from James, Stout, Thorndike, Dewey, Sully and others. First semester; 4 hours.

2. **Logic**.—An elementary course dealing with the laws of thought. It includes a brief critical study of traditional logic;

but gives most attention to the principles and methods of induction and deduction as developed and employed in modern logic. Second semester; 4 hours.

3. **Ethics.**—An elementary course, dealing with the ideals of conduct. It considers both the psychological, sociological and religious aspects of ethics, and undertakes a critical study of the theories and standards of conduct and their application to moral life. First semester; 3 hours.

4. **History of Philosophy.**—This course includes a critical study of the history of philosophical thought, beginning with the ancient Greeks and tracing it down through all the important movements to the present time. It is a study of fundamental problems, their origin, discussion and progress toward solution. Thilly's *History of Philosophy* is used as a text, but is supplemented by readings from Weber, Zeller, Ueberweg and others. Second semester; 4 hours.

5. **Elements of Philosophy.**—This course is designed to follow Philosophy 1. It follows the constructive method. The problems of the theory of knowledge are considered, and different systems compared. The aim of the course is to acquaint the student with the philosophical basis of Theism, to develop the habit of systematic and formal reasoning, and introduce in an elementary way the doctrines of metaphysics. One semester; 4 hours.

6. **Experimental Psychology.**—This course is planned to meet the requirements of individual and class experiments without laboratory facilities. An intensive study is made of the problems usually taken up theoretically in *Introductory Psychology*. Seashore's *"Elementary Experiments in Psychology"* is used as a text, and is supplemented by experiments from other manuals. Second semester; 4 hours.

EDUCATION

1. **Psychology of Education.**—A study of the principles of psychology with especial reference to their application to the problems of education and the process of teaching. Thorndike used as textbook. First semester; 3 hours.

2. **Educational Theory and Practice.**—This is a study of the actual work of the teacher in the class room and the school. It includes a study of the methods and principles of grading pupils, organizing classes, and the school as a whole, the proper study of the lesson, its presentation, class-room and school management and supervision, a course of study and its use, and the teachers relation both to the school and to society. Second semester; 3 hours.

3. **History of Education.**—A survey of educational theories and systems of the Greeks, Romans and Middle Ages; with a more thorough and critical study of these questions since the Renaissance with a view to discover and emphasize the contributions of the great educators of this period to modern education. Monroe's History of Education is used as a text-book. First semester; 3 hours.

4. **Education Administration.**—A study of the organization and administration of education in the United States, treating of the various problems of administration from State Boards to the teacher in the district school. Cubberly's Public School Administration is used as a text-book. Second semester; 3 hours.

5. **Philosophy of Education.**—A course offering three hours credit. Prerequisites, 1, 2 and 3.

VII. PUBLIC SPEAKING

1. **The Fundamentals of Public Speaking.**—A study of the basic elements of directness, earnestness, and dignity. Great orations which illustrate these qualities are read and discussed. This is combined with practice on the platform. One semester; 2 hours.

2. **The Forms of Discourse.**—A study of Description, Narration, Exposition, Argumentation, and Persuasion, which are recognized by rhetoricians as the five forms of discourse. One semester; 2 hours.

3. **The Principles of Argumentation.**—The principles of argumentation, dealing with analysis, evidence, brief-drawing, and presentation. Practice in argumentation. One semester; 2 hours.

VIII. PHYSICAL TRAINING

Two hours of systematic physical training are required, to be taken during the freshman and sophomore years, three hours per week from the first of November to the first of April.



The School of Theology

The School of Theology

The founders of the college were interested more in the Biblical Department than in any other work of the institution. All the other departments are designed to contribute to the culture and efficiency of Christian workers, and especially those who are to fill the pulpits and conduct the work on the mission fields of the church. The aim of the departments is to provide such courses of study as will give to the students a thorough and comprehensive knowledge of the Bible, and also to acquaint them with the duties and requirements of the Christian pastor, evangelist, and missionary.

All persons taking the Biblical course are required to have preparation equivalent to a first-class high school course. When unable to present sufficient credits to pass this requirement, the student has the opportunity to make up the deficiency in the Academy.

Persons who desire to work for the degree of Bachelor of Divinity are required to complete a full course of study in the College of Arts and Sciences necessary to secure the degree of Bachelor of Arts or Bachelor of Science, or to present the equivalent of such work.

CONDITIONS OF ADMISSION

1. All classes are open to students of all denominations, to all young men and women who are studying for the Christian ministry, such as pastors, evangelists, missionaries, and Sunday-school teachers.

2. Those who are preparing to devote their lives to any branch of the Christian ministry are charged tuition at the regular rate required of other students. However, to those who have decided to devote their lives to Christian service a rebate will be granted sufficient to cover the cost of tuition, except what is required for registration fees and the student finance fee. This rebate is granted only in the School of Theology, except that it may be granted in other schools of the College by vote of the Board of Directors, or by a special committee appointed to pass on such cases.

3. Candidates for admission must present testimonials of good moral character. Every student upon entering this department is requested to fill out a blank provided for the purpose and also confer with the principal, or one of his associates, and give satisfactory evidence of his call to the ministry and of his purpose to pursue such work after leaving the school. Applicants should bring a letter of recommendation from their local churches or a license from their respective conferences.

THE BIBLE:—THE TEXT-BOOK

A thorough knowledge of the Bible is the imperative need of the church to-day. Hence the Bible, of all books, is made the text-book. The chief aim of the college is to teach the students to be workers not ashamed of their work, accurate, resourceful, and fearless in carrying the message of truth to the world. To become thoroughly acquainted with the English Bible is the high ideal of the gospel minister and teacher.

THE CLASSES

Since it requires three years to complete the Biblical course, the students are divided into three classes, namely: Juniors, Middlers, and Seniors. This division is adapted to the actual needs of students, and for those studying the Scriptures in the ancient languages is quite closely adhered to.

Many of the classes are open to irregular students. This offers an excellent opportunity to those who are preparing for Sundayschool work.

REQUIREMENTS FOR DIPLOMA

1. The candidate must have completed a four years' high school course or its equivalent.

2. The candidate must elect and complete, under the advice of the head of the department, ninety semester hours from the following list of subjects, of which group I will be required.

Group I.

Old Testament History and Interpretation	12 hours
New Testament History and Interpretation, including the Life of Christ	12 hours
Church History	8 hours
Public Speaking	3 hours
Theology	4 hours
Homiletics	4 hours
Pastoral Theology	2 hours
Hebrew, for those majoring in Old Testament	12 hours
Greek, for those majoring in New Testament	12 hours

Group II.

*Public Speaking	3 hours
*Church History	4 hours
*Hebrew	8 hours
*Greek	8 hours
*Theology	8 hours
History of Missions	6 hours
History of Preaching	4 hours
New Testament Parables	2 hours
*New Testament History and Interpretation	8 hours
*Old Testament History and Interpretation	8 hours
Old Testament Prophecy	6 hours

*In addition to the work specified in Group I.

Group III.

Ethics	4 hours
Psychology	4 hours
Psychology of Education	4 hours
History of Education	3 hours
Biblical Literature	4 hours
Philosophy	4 hours
Sociology	4 hours

For studies in Group III see description of courses in college.

REQUIREMENTS FOR DEGREE OF BACHELOR OF DIVINITY

1. The candidate must have had a full college course or its equivalent.

2. The candidate must have taken all the studies specified in Group I, and in addition to these must have completed at least forty-five hours selected from Groups II and III with the advice of the head of the department. Greek or Hebrew of Group I is to be included when majoring in Old Testament or New Testament respectively.

3. The candidate must have attained an average grade of C in all his class work including his thesis.

4. The candidate must present a thesis of not less than six thousand words on some Biblical theme. The subject of the thesis must be chosen with the approval of the faculty of the Biblical Department. Two neatly typewritten and bound copies of the thesis must be presented to the faculty and accepted before the degree can be granted.

DESCRIPTION OF COURSES

I. THE OLD TESTAMENT

1. **The Hebrew Language.** Hebrew is the language of the Old Testament. To be an accurate interpreter of this portion of the Bible, a knowledge of the language in which it was originally written is essential. The department has, therefore, provided a two years' course in Hebrew. The course is divided as follows:

a. **The Translation of Genesis I-VIII.**—This includes the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and the translation of English into Hebrew. The text-books used are Harper's Introductory Hebrew Method and Manual. Two semesters. 8 hours.

b. **Historical Hebrew.**—The principal portions of the First and Second Books of Samuel are critically translated. The Hebrew grammar is reviewed, an effort is made to acquire a larger vocabulary and to begin the study of Syntax. One semester. 4 hours.

c. **Selections from the Psalms and Prophets.**—A number of the Psalms are read and portions of the prophetic books. One semester. 2 hours.

d. **The Book of Joshua.**—A critical translation, and a review of grammar with special reference to syntax. One semester. 2 hours.

2. **Old Testament History.**—The history of Israel is studied by periods. The student is made familiar with the leading events connected with the foundation, growth, decline and fall of the Hebrew nation. In the light of the historical events, especial attention is given to the work and messages of the prophets of Israel. No prophet is studied until a careful view has first been taken of the historical background. In this way the student is made familiar with safe and sound principles of interpretation.

The following courses are offered:

a. **The Founding of the Hebrew Nation.**—A study is made of the early narratives in Genesis, the call of Abraham, the life of the Patriarchs, the bondage in Egypt, the exodus, the conquest of Canaan, the dark ages in Israel and the establishment of the united monarchy. One semester. 4 hours.

b. **The Kingdoms of Israel and Judah.**—This course covers the period of the united monarchy, the revolt under Rehoboam, and then traces the history of the northern kingdom to the Assyrian captivity and that of the southern kingdom to the overthrow by Nebuchadnezzar. Account is taken of the rise of the order of the prophets, their work and their messages. One semester. 4 hours.

c. **The Babylonian Exile and the Restoration.**—A careful study is made of the decline and fall of the kingdom of Judah, the work of Jeremiah and Ezekiel, the return to the holy land, the reconstruction under Zerubbabel, the reform of Ezra and Nehemiah, and the messages of the prophets of this reconstructive period—Haggai, Zechariah, Joel and Malachi. One semester. 4 hours.

3. **Old Testament Theology.**—This includes a study of the names of God as revealing his nature; the doctrine of monolatry and monotheism; the covenant-relation between the God of Israel and his people; the theocratic state; God's relation to the world and to Israel in the past; God's relation to Israel in the future, and through Israel to the world at large; and God's relation to the individual, for the present and for the future. Especial

attention is given the teaching of the Old Testament as to the nature of man, his condition in death, and his future destiny. One semester. 2 hours.

4. **Old Testament Prophecy.**—A study is made in this course of the prophecies foreshadowing the coming of the Messiah, the rise and downfall of the great monarchies of Assyria, Egypt, Phœnecia, Babylon, Media, Persia, Greece and Rome, the resurrection of the dead, the day of the Lord, and the establishment of the kingdom of God. One semester. 3 hours.

5. **An Introduction to the Book of Daniel.**—The authorship, historicity, and various theories of interpretation are carefully studied. An earnest attempt is made to discover the teaching of the book as to the consummation of the age and the incoming of the kingdom of the Son of Man. One semester. 2 hours.

6. **Bible Covenants.**—The covenants of Noah, Abraham and Moses are studied historically and in the light of the teaching of the prophets and of the Master of teachers. These covenants are used to-day as the basis for such teaching as the restoration of the Jews to Palestine, the Seventh day Sabbath, and other theories. The course, therefore, calls for an investigation of such doctrines. One semester. 2 hours.

II. THE NEW TESTAMENT

1. **New Testament Greek.**—The Greek language forms the basis of thorough work in the mastery of the New Testament. The aim is to acquire an accurate knowledge of the Greek grammar and to translate portions of the Gospels, the Acts, and the Epistles. Four semesters. 16 hours.

2. **The Life of Christ.**—A historical study based on the gospel records. The childhood, development, and character of Jesus are considered. Special attention is given to the development of his conception of his mission and the religious life; the character of his teachings and the progress of his work; and his attitude toward the religious leaders of his time. One semester. 3 hours.

3. **New Testament Survey Course.**—This is a general survey of the field of New Testament study, including an examination of the books of the New Testament with reference to their date,

authorship, occasion, purpose and content. The course opens with a brief survey of the book of Acts and a study of the growth of the church to the conversion of Paul. It then traces the movements of Paul in his several missionary journeys, studying his epistles in the order written. Other New Testament epistles are considered in a similar manner, followed by an outline study of the Gospels. One semester. 2 hours.

4. **Interpretation of Parables.**—The aim is to discover and thoroughly master the principles of interpretation, and to learn to apply these by the study and interpretation of the most familiar and important parables. This course will be found especially helpful to ministers and Sunday-school teachers. One semester. 2 hours.

5. **The Textual Criticism of the New Testament.**—A study of the manuscripts, versions, and quotations from the early fathers that constitute the material from which the correct text of the New Testament is secured. Also a study of the principles of the textual criticism of the New Testament. One semester. 1 hour.

6. **Introduction to the Apocalypse of John.** Many are the theories concerning the book of Revelation. This study investigates these theories carefully with the one purpose of discovering the place that this book occupies in the New Testament. Stress is laid upon the announcement of the risen Lord: Behold I come quickly. The prophecies of the book disclose the coming of Christ as near and the end of the age at hand. One semester. 1 hour.

7. **History of New Testament Times.**—A survey of the Mediterranean world beginning with the Maccabean period and extending to the fall of Jerusalem, A. D. 70. A study of the political, economic, social and religious environments of early Christianity. One semester. 3 hours.

III. CHRISTIAN THEOLOGY

Students entering classes in these studies should have completed the required work in both general and church history, and not earlier than the second or third year of the theological course. The following subjects are considered:

1. **A Brief Introduction to the New Testament.**—The books of the canon are studied in respect to the time of writing, authenticity and credibility, and kindred doctrines. The purpose of this course is to establish the fact that the Christian Scriptures are true, and that the religion of the New Testament is of divine origin. One-half semester. 2 hours.

2. **Theology of the New Testament.**—The Scriptures are made the text-book for this course. It embraces the following doctrines:

- a. The Messiah in the Old and New Testaments.
- b. The teachings of Jesus and about Jesus.
- c. Man, the doctrines of sin, redemption, and the kingdom of God.
- d. Doctrines concerning God the Father, the Son, and the Holy Spirit.
- e. The Church, its institution, membership, and office in the divine economy.
- f. Teaching concerning last things, final resurrection, judgment, and ultimate state of the redeemed. One semester. 2 hours.

3. **Outline of the Theology of the Christian Church.** This includes the following subjects:

- a. God, his relation to the universe, relations to man as an intelligent and religious being, and his government and moral law as revealed in the Scriptures and the life of Jesus Christ.
- b. Man as a responsible moral being, his nature, character and his relations both to his God and his fellowman.
- c. Sin, its influence upon the human family, the provisions made to secure the atonement; and the regeneration and final redemption of sinful man through the grace of God and the intervention of His Son.
- d. Jesus, as the Redeemer of mankind, his revelation of the Father in his works and teaching, his resurrection, mediatorial office and ultimate second personal appearance, and the establishment of his glorious universal kingdom on the earth.
- e. A consideration of the office work of the Holy Spirit, the Trinity and related doctrines.

While the main line of discussion of these topics that is followed by recent writers on theology is kept in view, no text is

used in this course as authority. The Bible is used for the final establishment of truth. Students entering this class should have completed I and II of Christian Theology, or Philosophy IV (see page 37). One semester. 4 hours.

4. **Study of Theism.**—This course is designed for students working for the Bachelor of Divinity degree. It comprises a study of the doctrines of Theism compared with the teachings of modern science, a comparison of these teachings with the philosophy of Christianity, and an inquiry concerning the basis of Christian faith. Prerequisites, Christian Theology 1, 2, 3 or Philosophy 2 and 4. One semester. 4 hours.

5. **Hermeneutics.**—An introduction to the principles of interpretation of the holy Scriptures. One semester. 2 hours.

6. **An Introduction to Christian Ethics.**—One semester. 2 hours.

7. **A Study of the Doctrine of Immortality.**—A survey is taken of the history of the theory of natural immortality, the rational and scriptural arguments used to support it, its logical fruit as seen in Spiritualism, Universalism, the dogma of eternal torment and such theories. Investigation is then made of the doctrine of conditional immortality which is based on the thesis that man is not immortal by nature but is a candidate for immortality and that the gift of everlasting life is secured through faith in Jesus Christ. One semester. 2 hours.

IV. CHURCH HISTORY

In order to secure the best results from this course of study it is necessary to have a good understanding of the outlines of Roman, mediæval and modern history.

The course in Church History is planned to help the student to a general outline of the subject, and is studied in five major periods as follows:

a. From the opening of the Christian era to Constantine, 313 A. D. During this portion of the history of the church the doctrinal discussions which finally resulted in the separation of the Eastern and Western churches were begun and carried forward. The influence of pagan philosophy on Christian thought

was manifested, and the formation of authoritative creeds was begun.

b. From A. D. 313 to 590. At the close of this period we find a clearly marked development of the rising Papacy.

c. Increase of the Papal power in the west; Mohammedism makes its first conquests, 590 to 1294, A. D. In the East the lack of a strong government left the churches to the mercy of invaders. About the middle of this period Charlemagne established his authority in Western Europe, and the rulers of the church sought to join the political empire to the ecclesiastical power.

d. From 1294 to the peace of Westphalia, 1648 A. D. This includes the period of the re-wakening of Christian conscience, the development of those forces which entered into the great Protestant revolution, and the beginning of the reaction in the Roman church. The relations between the Greek church and Protestant movement are given proper attention.

e. From 1648 A. D. to the present time. Especial attention is given to the influences which brought about the great divisions of the Christian world that prepared the way for the denominational movements of the eighteenth and nineteenth centuries. The rise of the missions, the development of American churches, and the effects produced upon religious thought by the liberal ideas in education and the new methods of publication are reviewed. Two semesters. 8 hours.

V. HOMILETICS

1. **The Preparation and Delivery of Sermons.**—The minister must first know his message and then know what is the most effective way to deliver that message. In this course, the chief purpose is to study the scientific principles which should guide the preacher in the preparation and delivery of sermons. The student is required to construct sermons and sermon plans. Sermons are preached by members of the class. These are criticised by the students, and by the instructor, both in public and in private. A standard text-book is used, supplemented by general reading and special lectures. One semester. 4 hours.

2. **The History of Preaching.**—A study of the beginning, development, and methods of Christian preaching. Special attention is given to the preaching of the first three Christian centuries, its culmination in the fourth century; the decline of preaching and its low estate in the sixth, seventh, and eighth centuries; the revival of preaching before and during the Reformation; and the wide extent and influence of preaching in modern times. The aim is to discover what are the best methods, and what is the best material for sermons, for the minister of God in these days. One semester. 4 hours.

VI. PASTORAL THEOLOGY

1. **The Pastor: His Office and Work.**—In this course a careful study is made of the church; the pastor; the call to the ministry; the call to the pastorate; the pastor in his study; the pastor as a preacher and leader of the worship; the pastor as friend; church organization; the Sunday school; the prayer meeting; pastoral visitation; the work of women; the young men and women; evangelistic and missionary work; enlisting the membership; and the care of the poor. The aim is to acquaint the student with the work of the pastor and the varied relations of his office as determined by modern conditions. One semester; 2 hours.

2. **Public Worship.**—The purpose and essentials of Christian worship. The pastor as the leader of public worship. A study is made of the various modes of worship in the historic churches. The student is taught the best forms for the conduct of public worship, for the administration of the ordinances, and for wedding and funeral services. One semester; 2 hours.

VII. CHRISTIAN SOCIOLOGY

A study of the educational, industrial, and religious problems of the family; the labor problem; problems of the rural community; the problem of the city, the depressed and defective classes; crime: its cause and cure; and philanthropy. The aim is to discover the right relation of the church to the social questions of the age. One semester; 2 hours.

VIII. SUNDAYSCHOOL ORGANIZATION AND METHODS

The purpose of this course is to train men and women for the responsible work of teaching in the Sunday school. The course includes the history of the Sunday School, the organization of the school, its officers and teachers, the grading, psychology, pedagogy, and such instruction in the Bible as will fit the teacher for effective service.

EXPRESSION

The course in Expression aims to develop naturalness and ease in the delivery of sermons and in general conversation. Special attention will be given to Scripture and hymn reading, voice culture, and gesture. The aim is to produce naturalness, simplicity and directness on the part of the preacher. Bible Training students pursue this study two full years, two hours a week.

MINISTERIAL WORK

For the purpose of safeguarding both the Institution and welfare of the students, the following regulations are adopted by the Board of Directors.

Theological students adjudged competent will be assisted as far as possible in securing pastoral, evangelistic, or mission work; but all students wishing to engage in such work must do so with the advice and approval of the faculty.

In no case will students be expected to accept an invitation or to enter into agreement to serve a church or conference without the consent of the faculty.

TO THE PUBLIC

A cordial invitation to attend this school is hereby extended, not only to all who desire to fit themselves for evangelistic or pastoral work, but also to any who may wish more fully to qualify themselves for Sunday-school or mission work. Moreover, for the mutual benefit and satisfaction of both students and

teachers, a special request is made to all so to arrange their affairs, if possible as to be present promptly at the opening and to remain until the close of the college year. Particularly is this needful if one intends to complete the prescribed theological course.

Those who can devote but one term to study will find that courses are being given which will be of great help in field work. A hearty welcome will be given to all worthy persons who wish to pursue studies even for a short time.

Pastors are urgently requested to pray for the school, and to solicit contributions for its support. Quite a proportion of students come to us whose previous school training has been very limited. It requires time and patience to develop and train those deficient in the elementary branches. No student is encouraged to remain in school longer than is deemed necessary for his proper preparation for the high calling of the ministry. We wish our students to go as soon as possible with the glad message of salvation; but it is injurious to our school, as well as detrimental to our churches, to send forth candidates who cannot make full proof of their ministry.

With hearts deeply grateful to Almighty God in thankful acknowledgment for the donations of friends, we herewith renew our appeal for help; especially as it is needful thus to do in carrying on the work of this department, inasmuch as the tuition is entirely free and the expense must be met by voluntary contributions.

The Academy

Academy

The Academy is housed in the same building as the College. The students have the same privileges in the library, laboratories, gymnasium and general exercises as those of the College, in so far as is appropriate to their work.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Academy must furnish satisfactory evidence of having completed the grammar grades before they can be registered as regular students. Where deficiencies are not too great, some provision will be made to assist students not meeting these requirements.

AMOUNT OF WORK

For full work, students are required to carry four studies, reciting in each five times per week.

Sixteen units are required for graduation. A unit is here defined to be a study pursued throughout the year with five recitations per week.

COURSES OF INSTRUCTION

ENGLISH

Students entering this course must give satisfactory evidence of having completed the English grammar usually taught in the grammar grades; also, of having read all of the indicated works of ten of the authors given below.

1. **Longfellow:**—The Village Blacksmith; The Old Clock on the Stairs; The Children's Hour; Hiawatha; Paul Revere's Ride; Evangeline.

2. **Irving:**—Sleepy Hollow; Rip Van Winkle.

3. **Holmes:**—Grandmother's Story of Bunker Hill; Old Ironsides; The Deacon's Masterpiece; The Chambered Nautilus.

4. **Hawthorne:**—The Great Stone Face.

5. **Whittier:**—Snowbound; Barbara Fritchie; In School Days; The Barefoot Boy.

6. **Lowell:**—The first Snowfall.
7. **Bryant:**—Thanatopsis.
8. **Alcott:**—Little Women; Little Men.
9. **Hale:**—A Man Without a Country.
10. **Poe:**—The Bells; The Raven; The Gold Bug.
11. **Brete Hart:**—The Luck of Roaring Camp.
12. **Allen:**—Flute and Violin.
13. **Prescott:**—Conquest of Mexico; Conquest of Peru.
14. **Field:**—Little Boy Blue; Wynken, Blynken, and Nod.
15. **Finch:**—The Blue and the Gray.
16. **Goldsmith:**—The Deserted Village.
17. **Lamb:**—Tales from Shakespeare.
18. **Thompson-Seton:**—Wild Animals I have Known.
19. **Mullock:**—John Halifax, Gentleman.
20. **Kipling:**—Wee Willie Winkie; Baa, Baa, Black Sheep.
21. **Dickens:**—Cricket on the Hearth; Christmas Carol.
22. **Tennyson:**—Charge of the Light Brigade.
23. **Browning:**—The Pied Piper of Hamelin.

First year. A. Composition: Lessons are given in the fundamental principles of theme planning, sentence structure, paragraphing and punctuation, with practice in the writing of simple narrative and exposition themes.

B. Literature: "The Odyssey," "Lady of the Lake" or "Marion," and prose fiction such as Scott's "Ivanhoe."

Second year. A. Composition: Further study and practice in theme writing; expositions, narrations and descriptions.

B. Literature: Irving's Essays, "Silas Marner," "The Iliad" (Pope), and one of Shakespeare's plays—"The Merchant of Venice" or "Julius Cæsar." Six books selected from a list of prose fiction will be assigned for outside reading and reviewing, each year.

Third year. A. Composition: Longer narratives, expositions, descriptions and argumentation are required, along with the study of the rules governing each.

B. Literature: Some narrative poetry as Tennyson's or Browning's. Essays,—Addison's, Lamb's, Coleridge's "Ancient Mariner," and at least two of Shakespeare's plays.

Fourth year. A. Composition Study of the principles of Argumentation and of "Painter's Elementary Guide to Literary Criticism." Each student is required to work out a complete forensic on some question of vital interest.

B. Literature: Burke: Burke's Speech on Conciliation, Webster's Bunker Hill Oration, one of Shakespeare's Tragedies, and Tennyson's "Idyls of the King."

HISTORY

I. **Ancient History.** Occupies a full year. Beginning with the earliest events the study closes with the time of Charles the Great, A. D. 800.

II. **Mediæval and Modern History.** Beginning with the Western Empire, A. D. 800, and following the course of events down to the present time. Students entering this course should have the equivalent of History I. above.

III. **United States History.** Required during the third academy year. It embraces the following: (a) The settlement of the colonies and the causes leading to statehood. (b) The establishment of national independence, the development of national unity, and the extension of national privileges to the territories. (c) The policy of the national government toward the colonies, and the recent material, political, and social conditions. Students should have completed the equivalent of History I and II before entering upon the study of History III.

ELEMENTARY ECONOMICS

This course is designed to introduce the student to the elements of the science, and is especially helpful to those seeking a commercial training. All the major divisions of the science are defined and the relations of political economy to every-day business and the civic life are pointed out and illustrated.

FOREIGN LANGUAGES

LATIN

First Year Latin.—Grammar, oral and written exercises, the reading of simple prose.

Cæsar.—The reading of four books of Cæsar's Gallic War or its equivalent. Review of grammar in connection with composition book.

Cicero.—Six orations of Cicero and selections. Written exercises based on the text.

Virgil.—Six books of the Aeneid. Greek and Roman Mythology.

BEGINNER'S GREEK

The major part of this course is devoted to the study of the elements of the Greek language, the acquiring of a vocabulary, and the mastery of the simpler and essential principles of construction. White's "First Greek Book" is used as the basis of this course.

MATHEMATICS

1. **Elementary Algebra and Higher Arithmetic.**—Texts: Slaught and Lennes's Elementary Algebra (Allyn and Bacon), and Brooks's Higher and Mental Arithmetics (Sower Co.). First year.

2. **Plane Geometry and Algebra.**—Texts: Wentworth-Smith's Plane Geometry (Ginn & Co.) and Fisher and Schwatt's Secondary Algebra (The MacMillan Co.). Second year.

3. **Solid Geometry, Algebra, and Geometrical Conics.**—Texts: Wentworth's Solid Geometry and Geometrical Conics (Ginn & Co.); and Fisher and Schwatt's Secondary Algebra. In 1917-18 Geometrical Conics was taught complete (25 hours), including the geometrical proofs of the principal theorems of analytic geometry relating to the geometry of conics, and all the exercises of Book IX of the Wentworth text; but this course may be given without Conics whenever desirable, as an Academy course. First semester of the third or fourth year.

4. **Advanced Algebra and Trigonometry.**—Texts: Fisher and Schwatt's Secondary Algebra or Wells' College Algebra, and Wentworth-Smith's Plane and Spherical Trigonometry. In 1917-18 Trigonometry was taught complete, including the practical problems and considerable of analytical trigonometry (identities, equations, De Moivre's and Euler's theorems); Spherical Trigonometry being taught in the College class (q. v.); but this

course may be given without Trigonometry whenever desirable, as an Academy course. Second semester of the third or fourth year.

SCIENCE

1. **Astronomy.**—A course dealing with the fundamental principles of the science. A study of the heavenly bodies, their size, distances, motions, etc. Systems of celestial measurements, and methods of reckoning time, eclipses, meteoric showers, comets, moon's phases, tides, etc., considered. Students must learn to recognize the principal constellations and first-magnitude stars. Text-book work supplemented by practical questions and problems. The college possesses a 2½ inch telescope with which many observations are made.

2. **Botany.**—A study of the structure and germination of seeds, the anatomy and physiology of plants, and their relations to environment. Enough work is done in classification of plants to familiarize students with principles and methods. Three recitations of one hour each and two laboratory periods of two hours each per week for one semester.

3. **Chemistry.**—A course in general elementary chemistry. Requires seven periods per week throughout the year. A representative text with proper laboratory exercises will be covered during the course. Special attention is called to the principles and laws of the science.

4. **Physics.**—A full year's course, covering Mechanics, Heat, Sound, Magnetism, Electricity, and Light. Three hours a week recitation and four hours a week laboratory work. A well-equipped and well-lighted laboratory makes very thorough work possible. This course is designed to meet the requirements of those who wish to teach high school Physics. The best laboratory opportunities are offered to all students in this course.

5. **Physiology.**—Academy classes in physiology are organized only as found necessary to meet the needs of students who have not studied the subject in the grammar grades.

6. **Zoology.**—A full year in the academy is devoted to the study of Zoology. The classroom and laboratory work are about

equally divided, equivalent to five hours per week. Work begins with laboratory study of typical animals to give familiarity with the distinguishing characteristics of the various groups. Following this, the group itself is studied in the class room. The aim is to steer a middle course between the purely laboratory method and the old method of text-book study of natural history and animal classification.

7. **Geology.**—This course occupies one semester and should be preceded by the study of physical geography. It covers a study of the structure of the earth's crust, and the agents of erosion and denudation. Emphasis will be given to many of the important features of the earth and its crust, such as fossils, chronology, the different ages, epochs, the life history, birth and decay of both flora and fauna.

8. **Physical Geography.**—One semester is devoted to the consideration of the following topics and their necessary concomitants: the air, the earth as a planet; the atmosphere; temperature; animals and plants; the ocean; waves, tides and currents. This work will be supplemented by specimens, apparatus, laboratory work, and illustrated lectures by the instructor.

ACADEMY COURSES

	Classical	Scientific
First Year	English Ancient History Algebra Physical Geography and Geology Elocution	English Ancient History Algebra Physical Geography and Geology Elocution
Second Year	English Latin Mediaeval and Modern History Plane Geometry	English Zoology Mediaeval and Modern History Plane Geometry
Third Year	English Latin Algebra and Solid Geometry United States History	English Latin, German, or French Algebra and Solid Geometry *Chemistry *Astronomy and Botany
Fourth Year	English Latin Greek *Physics *Astronomy and Botany	English Latin, German, or French Physics United States History

*These studies are not both required, and with the advice of the faculty, the student may elect which is most to his advantage.

The School of Music

The School of Music

Harry R. Detweiler, Pianist, Director.

Lemuel W. Kilby, Director Voice Department.

Ruth Breyspraak, Director Violin Department.

Rhoda Park Miller, Instructor, Piano and Pipe Organ.

Ellen Munson, Piano.

Maude Boslough, Instructor, Voice.

Cornelia Mae Smith, Piano, Ladies' Chorus.

Zoe Kinnamon, Instructor, Violin.

Louis H. Conby, Cornet and Brass Instruments.

Burton Denney, Clarinet, saxophone and wood wind instruments.

The department of music is under the same general supervision as the other departments of the college. Students in music are subject to the same rules and regulations as other students in the institution, and are required to make the regular registration to be included in the college records.

Our new buildings and finely furnished music rooms, with new instruments and a full faculty of instructors, permit us to offer unusual advantages for the coming year. An excellent opportunity is offered to those who desire to become teachers, or who wish to learn music in order to enjoy its pleasures and to profit from the educational attainments. Every teacher is a living, practical musician, with extended experience in the special work of the branches assigned. Some important changes have been made this year in the arrangement of the work in the musical department, which will add much to the opportunities offered to the student and to the efficiency of the department.

The Music Department offers four grades of certificates: Preparatory Credentials, Teacher's Certificates, Normal Class Credentials, and Graduating Diplomas.

A definite course of study in music can, at best, be only tentative. While certain grades of work are demanded, all teachers must take into consideration the temperament and needs of the individual pupil in determining the studies to be pursued. Somewhat of an understanding of the work may be obtained from the following:

PIANO

Preparatory:—

Czerny, Bertini, Heller, Loeschorn, Kohler, etc.

Pieces—Selected from time to time by the teacher.

Teachers' Certificate Class:—

Some of the principal studies are:—Bach Inventions and Suites, Czerny, Cramer, Jensen, Heller, Mendelssohn's Songs, a number of Sonatas by Mozart, Haydn and Beethoven.

Pieces—Grieg, MacDowell, Chopin, Schumann, etc. A concerto selected by the faculty.

Normal Class:—

Etudes—Chopin, Bach Preludes and Fugues. Later Beethoven Sonatas, Schumann's Larger Works, etc. One Concerto selected by the faculty.

Graduating Class:—

Etudes—Chopin, Moscheles, Clementi, Bach Preludes and Fugues, Brahms, Beethoven, etc.

Pieces—Classic of both the old and modern school. A concerto by Chopin, Schumann, Grieg, Mendelssohn or Beethoven to be selected by Directors.

Post Graduate work will include at least two of the masterpieces in Concerto form, and the most advanced works of the old school and modern classics.

VIOLIN

Preparatory:—

Wichtl Violin School, Henning or other like violin methods. Kayser's Bk. I.

Teachers' Certificates:—

Sitts' Scale Studies, Kayser's Studies, Schradieck Scales, Kreutzer's Etudes. David, Ernst, Raff, DeBeroit, etc.

Graduating Class:—

Must be familiar with the classics, have an accepted artist's repertoire memorized and be able to play ordinary piano accompaniments.

VOICE**Preparatory:—**

Exercises by teacher, Concone's Fifty Exercises, Marchesi's Elementary Exercises, etc.

Teacher's Certificate Class:—

Concone, Twenty-five Lessons, Marchesi Studies, etc. Studies by modern composers. Pupils must be able to play accompaniments. Harmony and English.

Graduating Class:—

Marchesi, Panofka, Lamperti, Vocalizes, etc. Oratorio and Operatic selections and Classical Songs. Advanced Harmony, Counterpoint and Composition.

Lectures given by members of the faculty will be announced from time to time in the regular Bulletin of the College, and by special advertisements.

TERMS OF TUITION

The following rates are for a term of nine weeks—that is one-half of a college semester.

Piano

	One-half hour per week	One hour per week
Harry R. Detweiler	\$18.00	\$36.00
Rhoda Parker-Miller	6.75	13.50
Ellen Munson	9.00	18.00
Cornelia Mae Smith	6.75	13.50

Voice

Lemuel W. Kilby	18.00	36.00
Maude Boslough	9.00	18.00

Violin

Ruth Breytspraak	18.00	36.00
Louis C. Shultz	9.00	18.00
Zoe Kinnamon	6.75	13.50

Pipe Organ

Harry R. Detweiler	18.00	36.00
Rhoda Parker-Miller	9.00	18.00

Cornet and Brass Instruments

Louis H. Conby	11.25	22.50
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Clarinet, Saxophone

Burton Denney	9.00	18.00
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Harmony and Theory

Harry R. Detweiler, class lessons one hour per week	5.00
John Neitz, class lessons one hour per week	5.00

PUBLIC SCHOOL MUSIC

Class lessons will be given in Theory, Teaching Methods, Ear Training, etc., which will be required in the public schools. The course in public school music is now being arranged to comply with the requirements of the Illinois State Board of Examiners. Graduates of this course will be eligible to teach music in the public school of the state.

*The Bible School Correspondence
Institute*

The Bible School Correspondence Institute

AN ASSOCIATE DEPARTMENT OF
AURORA COLLEGE

H. E. THOMPSON, PH.D., *Principal*
835 Adams Street, Dorchester District, Boston, Mass.

Students enrolling in the Bible School Correspondence Institute will also be enrolled at Aurora College, and their names will be published with the annual college lists. Due credit will be given by the college for all completed work, and such credits will be entered on the permanent records.

FACULTY

H. E. THOMPSON, A.M., Ph.D.
835 Adams Street, Dorchester District, Boston, Mass.
Principal, Historic Prophecy

A. H. ERICSSON, A. M.
Littleton, N. H.
Bible Study by Periods, Hermeneutics, Systematic Theology

FLORENCE J. RAYMOND
Danville, P. Q.
English Grammar

J. A. NICHOLS
Casco, Me.
English Composition and Rhetoric

C. F. L. SMITH
Lafayette, R. I.
Pastoral Theology and Christian Evidences

CHARLES F. KING, A.M.
21 Devonshire Street, Portland, Me.
S. S. Teacher Training

PERCY E. OSBORNE, B.S., B.D.

Castleton, Vt.

New Testament Greek

MRS. G. L. YOUNG

E. Brownfield, Me.

Advanced Standard Teacher Training Course

REV. G. L. YOUNG

E. Brownfield, Me.

Archeology

REV. C. O. FARNHAM, D.D.

68 Yale St., Springfield, Mass.

Homiletics

MARY E. ROWE, Graduate Nurse

35 Frederic Street, Portland, Me.

Practical Nursing

COURSES OF STUDY

I. CHRISTIAN WORKERS' COURSE

This course in essential offers study in the following departments:

Biblical.—Bible Study by Periods. An outline course dealing with Bible history as a whole. The text-book is by Rev. Henry Sell. With this introductory work the student becomes familiar with our method of home study.

Apologetics.—Christian Evidences. A treatise dealing with the evidences of revealed religion. Text-book by Fisher.

English.—The Christian worker should be familiar enough with the principles of English Grammar and of Composition and Rhetoric, to allow for speaking and writing correctly. We aim to supply this. Text-books: (a) Elements of Composition and Grammar, by Southworth and Goddard; (b) Elements of Rhetoric and Composition, by David J. Hill.

Homiletics.—All texts are not to be treated in the same way, and this study presents the different methods of sermon construction, and indicates how best to deal with various classes of texts. The text-book is by Kidder.

Pastoral Theology.—This study covers the entire range of pastoral duties outside of the pulpit, showing the pastor's relation to the church as a whole, to its members as individuals, and to society in general. Text-book by Hoppin.

Hermeneutics.—This study reveals the various methods of interpreting the Scripture. It deals with the figures and symbols of the Bible. This study may be elected in place of Pastoral Theology.

Readings.—With Apologetics, the student will read *The Character of Jesus*, by Horace Bushnell; or the tenth chapter of the same author's larger work—*Nature and the Supernatural*. With Pastoral Theology the student will read *Present Day Evangelism*, by J. Wilbur Chapman.

Note.—We do not advance this course as an equivalent for a resident course in Theology; but as a helpful course in essentials, for those who are not able to take up resident work.

II. SYSTEMATIC THEOLOGY

A one-year course, covering, in outline, the full range of studies included in Systematic Theology: Theology, Anthropology, Christology, Soteriology, Ecclesiology and Eschatology.

Required Readings.—*Fundamental Christology*, by Rev. G. L. Young, *Conditionalism*, by Rev. F. L. Piper, and *The Unspeakable Gift*, by J. H. Pettingill.

III. NEW TESTAMENT GREEK COURSE

A course equivalent to two years' class work is offered in this department. Each student is required to complete all of the work of the course.

First Year's Work.—Text-book: *Huddilston's Essentials of New Testament Greek*, Thirty-two lessons, with questions; each lesson equivalent to a week's class work.

Second Year's Work.—Text-book: The New Testament in the Original Greek by Wescott and Hort; and Green's Handbook of the Grammar of the Greek New Testament. Sixteen lessons, each comprising a Grammar exercise, and a translation exercise, averaging twenty verses; equivalent to two weeks' recitations in class work.

Final Examinations.—The final examination consists of a passage for translation, with questions on its grammar, and exegesis; equivalent to two lessons of the advanced work. This examination is forwarded to Aurora College, and the rating of the student with that institution is based on the markings of its Professor of Languages.

Scholarship.—Lessons must receive a passing mark of eighty-five per cent. In case of failure, supplementary work is issued to enable the student to make up deficiencies. All lessons are carefully corrected and returned to the student with copious explanatory notes. Less than two per cent of the work has had to be repeated on account of defective scholarship.

Students enrolling for this course must possess a knowledge of English Grammar equivalent to that possessed by the average Grammar school graduate. Where this is lacking, the student may take up the third study in the Christian Workers' Course, as preparatory to the Greek.

Diplomas.—Each student graduating with the required marks will receive the diploma of the institute.

IV. INTERPRETATIVE THEOLOGY

This course in the science of Scripture interpretation includes the following studies: (a) Historic Prophecy. Text-book by Guinness, (b) Hermeneutics. This study deals with the various methods and forms of legitimately interpreting the figures and symbols of Scripture. Text-book by Dungan.

V. BIBLE STUDY BY PERIODS

A twenty-four week course in outline Bible study. A good course for busy people.

VI. TEACHER TRAINING COURSES FOR SUNDAY-SCHOOL TEACHERS

The advance in the last few years of the methods of teaching in public schools, throws the methods of teaching in most Sundayschools into discredit; and the scholars, who are brought into touch with both types of teaching and teachers, realize that much of what passes for teaching in Sundayschools is not teaching at all. The teacher who is a teacher, in the sense that the Master designed, will seek to raise the standard of her teaching, by learning new and improved methods, and by getting in touch with that department of knowledge which will make her more efficient in her honored calling. To aid in this, most of the larger denominations have adopted Teacher Training Courses, and thousands of those who are in the great army of teachers, have increased their efficiency by taking them. Of these courses, we have selected the two which are probably best known and most widely used.

Course A.—Teacher Training Lessons, by Rev. Jesse L. Hurlbut. This is the latest revision of the author's older book, *Revised Normal Lessons*, and by this last revision the course has been standardized. It now offers the following lines of study: (a) The Book, four lessons; (b) Bible History, eleven lessons; (c) Sacred Geography, thirteen lessons; (d) Bible Institutions, nine lessons; (e) The Pupil, twelve lessons; (f) The Teacher, seven lessons; and (g) The Sunday-school, seven lessons.

Course B.—Training the Teacher, by Schauffler, Lamoreaux, Brumbaugh, and Lawrence (commonly called the "Big Four"), each of these authors being a specialist in the field of his contribution. In this course, study is offered in the following departments: (a) The Bible, by Schauffler, twenty lessons; (b) How the Bible Came to Us, one lesson; (c) The Pupil, by Antoinette Abernethy Lamoreaux, ten lessons; (d) The Teacher, by Brumbaugh, ten lessons; and The School, by Marion Lawrence, ten lessons.

VII. ADVANCED STANDARD TEACHER TRAINING COURSE

This course calls for two years' work, and has been called the "Pastor's Assistant Course." It calls for six lines of study, as follows: Bible Study, The Psychology of the Pupil, Principles of Pedagogy, Sunday-school Organization and Methods, Mission Study, as Related to the Sunday-school, and Church History.

Each of the above is a standard teacher training course, and any person covering either of them, is qualified to take the examination for the International Teacher Training diploma, or for the same grade of diploma as issued by the State or Provincial Sunday-school Association.

Note.—To those who take the Advanced Standard Teacher Training Course, above mentioned, with a view to becoming a Pastor's Assistant, we would recommend that the following course also be taken.

VIII. THE PARISH VISITOR'S NURSING COURSE

The success of the Deaconess movement in the Methodist Episcopal Church, has resulted in demonstrating the utility of a parish visitor as a "good right arm" to every pastor; especially to city pastors who have large memberships to look after. Many young women are consecrating themselves to this needy field, and are winning success for themselves and souls for their Master in it. For the purpose of providing theoretical training for those who cannot leave home to take up a resident training for such work, we have prepared this course of study in practical nursing; and for the instructor in this we have been fortunate in securing the co-operation of Miss Mary E. Rowe, of Portland, Maine, a graduate of the Maine State Hospital in that city, and a nurse in constant practice. For a text-book, the one in use at present in the Maine State Hospital is used, Stoney's Practical Nursing, written by a head nurse in one of the large Massachusetts hospitals, and very highly recommended by all who are qualified to judge. This course covered, the parish visitor is prepared—so far as knowing what to do, and how to do it, is concerned—to enter intelligently upon any call for help in sickness (and there are many such in a large parish) which may come.

Note.—Many who have covered similar courses of study in Practical Nursing are now earning from \$10 to \$25 per week in active practice.

IX. ARCHEOLOGY

Archeology, the investigation of ancient men and ancient times, by means of their remaining relics, is a study at once interesting and informing. It is especially helpful to the Bible student. Indeed, a proper understanding of the Old Testament in its historical relations and circumstances imperatively demands some knowledge of the results of the latter-day discoveries in the Orient. By this means Biblical situations, events, customs, geography, etc., are often rendered more intelligible. Portions of the Bible that were obscure until the light of modern research gave larger knowledge and clearer understanding are now seen in their fuller and clearer significance. Passages once triumphantly paraded by the skeptic and the critic have been vindicated and set in their true light, while the pages of the Divine Book have been illustrated and explained in a manner formerly impossible. In this correspondence course it is proposed to give the non-technical student the opportunity of applying himself intelligently to study in this fruitful field of knowledge.

This course in Archeology is designed for a single school year's work. Text-book: *The Monuments and the Old Testaments*, by I. M. Price. In addition to this text-book for study, the following books are to be read: *Primer of Assyriology*, by A. H. Sayce; *The Deciding Voice of the Monuments in Biblical Criticism*, by Kyle; *Light on the Old Testament from Babel*, by A. T. Clay; *History of Egypt*, by R. Murison; *Babylonia and Assyria*, by R. Murison.

PRICES AND TERMS

The prices for the courses named above are as follows: Course I, \$20.00; Course II, \$10.00; Course III, \$18.00; Course IV, \$10.00; Course V, \$3.00; Course VI, \$5.00; Course VII, \$10.00; Course VIII, \$20.00; Course IX, \$5.00.

The Terms on which the payments are to be made are as follows: For Courses I, II, III, IV, VII, and VIII, \$2.00 on enrollment, and then \$2.00 each month till the whole amount is

paid. For Courses V, VI, and IX, \$2.00 on enrollment and then \$1.00 each month till the full amount is paid.

BOOKS FURNISHED WHEN DESIRED

As some students are isolated and not in a position to purchase their text books, we will send, postpaid any book given in our list, on receipt of the price given; which is the regular retail price of the book.

DIPLOMAS AND CERTIFICATES

The diploma of the Institute will be granted to each student covering his full course, and securing a general average of seventy per cent (except in New Testament Greek, where the required per cent is eighty-five). Certificates are also given for complete studies covered in unfinished courses.

BOOK LIST

BOOKS	AUTHORS	PRICES
Bible Study by Periods	Sell	\$0.50
Apologetics	Fisher	.75
English Grammar	Southworth	.65
Homiletics	Kidder	1.35
Pastoral Theology	Hoppin	2.50
Rhetoric	Hill (David J.)	1.00
Hermeneutics	Dungan	1.00
Character of Jesus*	Bushnell	.60
Present Day Evangelism*	Chapman	.60
Systematic Theology	Graves	.75
Fundamental Christology*	Young	.50
Conditionalism*	Piper	.50
The Unspeakable Gift*	Pettingill	1.00
Essentials of New Testament Greek	Huddilston	.75
Greek New Testament	Westcott and Hort	1.00
Handbook of the Greek Grammar	Green	2.00
Historic Prophecy	Guinness	2.00
Teacher Training Lessons	Hurlbut	.30

Training the Teacher	Schauffler and others	.50
The Teacher's Bible	Musselman	.40
Psychology and Pedagogy	Weigle	.50
Sunday-school Organization	Hurlbut	.65
Manual of Mission Methods	Trull	.50
Church History	Wilson	.25
Practical Nursing	Stoney	1.75
Archeology	Price	1.50
Deciding Voice of the Monuments in Biblical Criticism	Kyle	1.50
Light on the Old Testament from Babel*	Clay	2.00
History of Egypt*	Murison	.20
Babylonia and Assyria*	Murison	.20

*Note.—Many of the books for required readings may be secured from the Public Library, free of cost. In most cases, where the library does not have the book wanted, the trustees will gladly secure what is wanted, if asked to do so. They welcome such suggestions.

IMPORTANT

All enrollments, tuition fees, business letters, inquiries, complaints, etc., should be sent to the principal, H. E. Thompson, 835 Adams Street, Dorchester district, Boston, Mass. All communications concerning lessons should be sent to the instructor in charge of that particular study. See pages 67 and 68 for addresses. Enclose stamps for return postage.

ENROLLMENTS 1917-18

CHRISTIAN WORKERS' COURSE

Adams, Clarence E.	N. H.
Blanchard, Charles	Mass.
Barton, Perle W.	Vt.
Calvin, Leonard F.	Colo.
Cobb, Hubert E.	Pa.
Collins, William H.	Mass.

Ellis, William A.	Conn.
Henderson, Charles P.	N. B.
McGaughy, Howard W.	W. Va.
Rowe, Linwood W.	Me.
Taylor, Raymond G.	Que.

OUTLINE BIBLE COURSE

Maple, Charles C.	Ohio
Sothman, George C.	Idaho

TEACHER TRAINING

Burns, Laura	Wis.
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ARCHAEOLOGY

Gardiner, Benj. W.	R. I.
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SYSTEMATIC THEOLOGY

Carswell, George A.	P. Q.
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GRADUATES BIBLE SCHOOL CORRESPONDENCE INSTITUTE

A. H. Ericsson	Christian Workers' Course
A. H. Chillson	Christian Workers' Course
Miss Luella Dunham	Normal Course
Mrs. Anna M. Bogart	Normal Course
Mrs. Cora E. Moon	Normal Course

1907-8

Anna M. Bogart	Bible Study by Periods
Walter L. Champeon	S. S. Normal Course
Vinton Cleft	Bible Study by Periods
M. E. C. Hatlinger	New Testament Greek

1908-9

Zoa A. Bloyd	Bible Study by Periods
William F. Brown	Bible Study by Periods
Lottie Champeon	S. S. Normal Course
Verna Corey	S. S. Normal Course
Lininger, Harvey Ellis	Neb.
Abbie G. Johnson	Bible Study by Periods
Herbert N. Johnson	S. S. Normal Course
Mrs. Edna A. Johnson	S. S. Normal Course
Harry E. Little	Christian Workers' Course
Marshall Phinney	S. S. Normal Course
Florence M. Rowe	S. S. Normal Course
Mildred Stafford	S. S. Normal Course
Amy Winslow	S. S. Normal Course

1909-10

Rev. A. H. Ericsson	New Testament Greek
Rev. A. H. Ericsson	Archeology
George E. Walston	Special Course

1910-11

Mrs. J. H. Becker	Teacher Training Course
Alexander Cameron	Christian Workers' Course
Frank J. Davis	Teacher Training Course
Addie E. Jackson	Christian Workers' Course
Ella Jones	The O. R. Jenks' Bible Course

1912-13

Rev. A. B. Miller	Archeology
Rev. Irvin F. Barnes	New Testament Greek
Miss Rose Etta Jones	Outline Bible Course

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1915-16

John E. Sellers	Teacher Training Course
Ida M. Bradstreet	Christian Workers' Course

1916-17

John J. Schaumburg	New Testament Course
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1917-18

Charles C. Maple	Outline Bible Course
Mabel Josephine Bird, B. A.	Teacher Training

EXPENSES

The college year comprises thirty-six weeks. All tuition is payable in advance.

Only those students who have paid tuition and all other dues, or who have made satisfactory arrangements with the college treasurer for so doing, will be admitted to classes.

No tuition will be refunded for less than one-half a semester, and then only when reasons for leaving the institution are adjudged satisfactory by the president.

Tuition in Biblical department, free.

College courses, per year, \$60.00.

Preparatory department, per year, \$50.00.

Chemical Laboratory expenses, per semester:

Academy Chemistry, \$3.00.

College Chemistry, \$5.00.

Physical Laboratory expenses, per semester, \$2.50.

Zoological Laboratory, per semester, \$2.50.

Physiological Laboratory, per semester, \$1.00.

Botanical Laboratory, per semester, \$2.50.

All breakage in the laboratories to be paid by the students in addition to the regular fee.

Registration fee, \$1.00 per semester.

Student Finance Association Fee, \$5.00 per year.

Late registration, 25c per day extra; maximum fee, \$2.00.

A reasonable charge will be made for diplomas in each department.

Books for all departments may be purchased at the college book store.

Room rent in College Halls, including light and heat, about \$1.50 per week.

Board, \$4.00 per week.

Terms: Cash in advance per semester or year.

PERMANENT FUNDS

General Endowment Fund. A plan is now being consummated for raising a permanent endowment fund of not less than \$200,000. At this time, the Fund amounts to \$114,000. This is the Silver Jubilee Year of our school, and it is expected that by the close of the year the larger part of the \$200,000 will be pledged. Gifts to this fund are earnestly solicited.

Endowment for School of Theology. This fund amounts to \$5,100, the interest of which is used to maintain the Biblical Department. Of course, this is insufficient for the needs of that Department. Friends are asked to increase this fund.

The Whitney Memorial. This is a fund of five thousand dollars which is being raised by the churches of West Virginia in memory of the late Elder Silas Porter Whitney, the founder of the Advent Christian faith in that State. At this date, the Fund amounts to \$2,400 in cash and pledges; but this will be increased within the next year.

The Sherrill Memorial. Less than a year ago, friends of the late Rev. G. D. Sherrill of North Carolina proposed to raise a fund of \$1,000 to his memory, the interest to be used for the payment of the tuition of some worthy student from North Carolina. At present, cash and pledges in this Fund amount to \$1,612.

The Dowling Memorial. Founded by the churches of Florida in memory of the late Mr. and Mrs. Thomas Dowling of Live Oak, Florida. The interest is to be used for the general maintenance of the College of Arts and Sciences.

The Parks Memorial. This is a fund of \$1,000, founded by Mary L. Parks, of Auburn, Illinois, in loving memory of her parents, Thomas S. Parks and Nancy C. Parks. The income from this fund is to be used for the maintenance of the chair of Biblical Literature, or as tuition for some worthy young person studying for the Christian ministry and dependent wholly, or mainly, upon his or her own efforts for support.

The Chute Memorial. A fund of \$100 founded by Mr. and Mrs. Ira M. Chute of Salem, Mass., in loving memory of their son, aged four, accidentally killed in the summer of 1917. It is founded as the beginning of a scholarship.

STUDENT AID AND LOAN FUNDS

The Herman H. Corliss Loan Fund. A fund of five hundred dollars founded in loving memory of Herman Hayward Corliss.

The Eckhart Loan Fund. A fund of two hundred dollars given by the late Charles Eckhart.

The Students' Aid Fund. A fund of five hundred dollars.

These loan funds are for the purpose of making small loans to worthy students at a low rate of interest to assist in completing their school work.

Register

Classification of Students For 1917-18

COLLEGE OF LIBERAL ARTS AND SCIENCES

SENIOR CLASS

Baker, Lee Elmore	Newfane, Vermont
Bixler, Pearl May	Corning, Iowa
Bixler, Marjorie Mae	Corning, Iowa
Burch, Florence Louise	Detroit, Michigan
Green, Thomas R.	Tacoma, Washington
Hulse, Walter Harrison	Rockbridge, Ohio
Jenks, Ethel Miriam	Aurora, Illinois
Kinkade, Ruth Stephens	Aurora, Illinois
Pullen, Hazel Viola	Palmetto, Florida

JUNIOR CLASS

Briggs, Josephine	Homewood, Illinois
Hubbell, Ruth Esther	South Britain, Connecticut
Johnson, Winfred Foote	Lynn, Massachusetts
Peters, Milton L.	Leicester, Massachusetts

SOPHOMORE CLASS

Baum, Paul B.	Palmyra, Pennsylvania
Bigler, Paul W.	Auburn, Illinois
Coffey, Frances Amelia	Lenoir, North Carolina
Corbaley, Mary L.	Los Angeles, California
Corbaley, Clarence E.	Los Angeles, California
Corliss, Leon R.	Milltown, Maine
Fox, John Roy	Washburn, Maine
Gielow, Sylvia	Tecumseh, Nebraska
Harms, Hilda L.	Panola, Illinois
Harvey, Helen Ruth	Detroit, Michigan
Johnson, Wesley	Lynn, Massachusetts
Johnston, Rachel Helen	Mineral Point, Wisconsin

McBroom, William Warren	Mt. Vernon, Ohio
McMullen, Clara M.	Burr Oak, Iowa
Pauly, John J.	Aurora, Illinois
Shull, Adda Mae	Grand Valley, Colorado
Wilson, Weldon M.	Silcott, Washington

FRESHMAN CLASS

Adams, Mildred G.	Aurora, Illinois
Bellinger, Helen	Alexis, Illinois
Coopridier, Bonita	Mendota, Illinois
Corbett, Ellie Mae	Melrose, Massachusetts
Corbett, Annie Laurie	Melrose Massachusetts
Edmister, Alfred Carl	Sunbury, Ohio
Erhardt, Martha Edith	Chicago, Illinois
Ferrell, Harriet Genevieve	Howard Lake, Minnesota
Glass, Orpha June	Sheridan, Missouri
Hubbell, Bernice Isabelle	South Britain, Connecticut
Jenks, Ruth Dennin	Aurora, Illinois
Kinkade, John Henry	Eden Valley, Minnesota
Lamphiear, Guy Arthur	Fort Morgan, Colorado
Mulcahy, Vivian Irene	Baraboo, Wisconsin
Stearns, Evelyn L.	Manchester, New Hampshire
Shattuck, Alice Edna	Lynn, Massachusetts
Shull, Golda Rachel	Grand Valley, Colorado
Singleterry, Curtis Randolph	LaValle, Wisconsin
Williams, Keith H.	Jeffersonville, Indiana
Wolfanger, Louisa Frieda	Wayland, New York

THE ACADEMY

FOURTH YEAR

Bay, Olive	Aurora, Illinois
Kinkade, Clarence	Eden Valley, Minnesota
O'Hara, James Henry	Aurora, Illinois

THIRD YEAR

Adams, Perley, Jr.	Worcester, Massachusetts
Hurst, Wesley R.	Aurora, Illinois

Kirby, Clarence L.	Lake City, Florida
Nelson, John Raymond	Francis, Oklahoma
Norman, George Bradford	Francis, Oklahoma
Smith, Leon F.	Westfield, Massachusetts

SECOND YEAR

Conley, Bessie	Tunnelton, West Virginia
Croushorn, Ruby R.	North Aurora, Illinois
Furget, Iva	Millwood, West Virginia

FIRST YEAR

Aldrich, Raymond	Victor, Montana
Duke, Clyde Forest	New Albany, Indiana
Lord, Harold Carlton	Portland, Oregon
Miller, Maude Lulu	Detroit, Michigan
Patterson, Evert M.	Francis, Oklahoma
Phillips, Ezra E.	Covena, Georgia
Sweany, Edgar Anthony	Alexis, Illinois
West, William Leeland	Muscotah, Kansas

THE SCHOOL OF THEOLOGY

Baum, Paul B.	Palmyra, Pennsylvania
Duke, Clyde Forest	New Albany, Indiana
Edmister, Alfred Carl	Sunbury, Ohio
Fox, John Roy	Washburn, Maine
Hurst, Wesley R.	Aurora, Illinois
Kirby, Clarence	Lake City, Florida
Lamphiear, Guy Arthur	Fort Morgan, Colorado
Lord, Harold Carlton	Portland, Oregon
Miller, Maude Lulu	Detroit, Michigan
Phillips, Ezra E.	Covena, Georgia
Stephens, Thaddeus Luther	Aurora, Illinois
Wilson, Weldon M.	Silcott, Washington
Wenger, Roy H.	Shippensburg, Pennsylvania

Rev. B. Forester accepted as candidate for Degree of Doctor of Divinity.

CONSERVATORY OF MUSIC

Coopridge, Bonita	Mendota, Illinois
Ferrell, Harriet Genevieve	Howard Lake, Minnesota
Fillmore, Olive	Aurora, Illinois
Glass, Orpha June	Sheridan, Missouri
Lesuer, Elizabeth	Framingham, Massachusetts
O'Hara, James Henry	Aurora, Illinois
Shull, Golda Rachel	Grand Valley, Colorado
Smith, Leon F.	Westfield, Massachusetts
Smith, Cornelia Mae	Galesburg, Illinois
Wicks, Robert	Burr Oak, Iowa

SPECIAL

Dudgeon, Gordon L.	Aurora, Illinois
Jessen, Louise Stevens,	Aurora, Illinois
Mercer, Ruth	Aurora, Illinois
Robbins, Ethel E.	Aurora, Illinois
Smith, Cornelia Mae	Galesburg, Illinois
Woodward, David H.	Aurora, Illinois

Graduates

COLLEGE OF ARTS AND SCIENCES

Grace V. Sargent, B. S.	1894
Bert Joseph Dean, B. S.	1903
Mrs. Jennie May Twining, B. A.	"
Milton McWhorter Livingston, B. A.	1904
Roby Columbus Robbins, B. A.	"
Ralph Obed Smith, B. S.	"
Earl Jonas Smith, B. S.	"
Orrin R. Jenks, B. A.	1906
Ama Zader Button, B. S.	1907
Harry Minter Pollard, B. A.	"
Ethel Reba Shatto, B. S.	"
George H. Dewing, B. S.	1909
Bert Joseph Dean, M. S.	"
George H. Dewing, B. A.	1912
Mabel Josephine Lear, B. A.	"
Martha Edna Dewey, B. A.	1913
Charles Ernest Decker, B. A.	1914
Zella Alliger Peterson, B. S.	"
Clarence Raymond Smith, B. S.	"
Frederick Earl Warman, B. S.	"
Elizabeth Hammond Lesuer, B. A.	1915
Leonard T. Richardson, B. A.	"
George E. Walston, B. A.	"
Mary Ethel Bulloch, B. A.	1916
Allen Bunnell Hodges, B. A.	"
Elra Earl Keena, B. S.	"
Mary Savilla Bixler, A. B.	1917
James Franklin Carter, S. B.	"
Lucy Elizabeth Comstock, A. B.	"
Venora Stephens Decker, A. B.	"
Frederick Charles Fenton, A. B.	"
William Kashark, A. B.	"

Stanley Hazard Perry, A. B.	"
Ruth Varney Pinkham, A. B.	"
Essie Bishop Richardson, A. B.	"
Roswell Kees Tilton, A. B.	"

SCHOOL OF THEOLOGY

George E. Coopridger	1896
Lauren Dillon	"
Gordon G. Newell	"
Sylvester D. Nokes	"
William R. Shaw	"
Charles A. Shook	"
William O. Williams	1897
William V. Bradfield	1898
Ruth Burnett	"
Benjamin L. DeGries	"
Neely Hamman	"
Milton M. Livingston	"
Josie Lowry	"
Fim Murra	"
Wm. C. Roberts	"
John J. Schaumburg	"
Arthur N. Smith	"
Will C. Byrd	1899
Madison E. Cowell	"
Ben Greenstein	"
Wilford Lawson Oldham	"
Elmer Allen Rounds	"
Milton McWhorter Livingston	1904
Orven H. Loomis	1905
Roby Columbus Robbins, B. D.	1906
Winfield Wayne Giberson	"
John Ernest Kess	"
Jared Fremont Whitman	"
John Wallace Neslund	1907
John Berlin Keepers	1910
William Gardiner Bird	1911
Charles Ernest Decker	"

Milton McWhorter Livingston, B. D.	"
Ray Walter Connell	1912
Grace Hughson White	"
Charles Ernest Decker, B. D.	1914
Clarence H. Hewitt	"
George E. Walston, B. D.	1915
Howard Fremont Bingham	1916
Clara Briggs	"
Myron Judson Dick	"
Allen Bunnell Hodges, B. D.	"
Clarence Jess Kearney	"

THE ACADEMY

Orven H. Loomis	1905
Winfield Wayne Giberson	1906
Harry Louis Hanson	"
Josiah Lonner Irvin	"
John Ernest Kess	"
Jared Fremont Whitman	"
Ben Harrison Monson	1907
John Wallace Neslund	"
Ruth Alice Bixler	1908
Charles Herman Clark	"
Charles Ernest Decker	1909
Burton Patriquine Holt	"
John Berlin Keepers	1910
Clarence Raymond Smith	"
Howard Fremont Bingham	1911
Roswell Kees Tilton	"
George Ellsworth Walston	"
Frederick Earl Warman	"
Roger Albert Watkins	"
Grace Hughson White	"
Essie Dolores Bishop	1913
Ruth Winifred Stephens	"
Bertha May Warman	"
Venora Stephens Decker	1914
Clarence H. Hewitt	"

William Kashark	"
Bessie Darlene Williams	"
William Edward Wright	"
Pearl M. Bixler	1915
Lucy E. Comstock	"
Clyde W. Downey	"
Jeanette M. Pine	"
Esta B. Walston	"
George W. L. Warman	"
Miles W. Gielow	1916
Helen Ruth Harvey	"
Etta Grace Hewitt	"
Merton Webster Hewitt	"
John Gordon Higgins	"
Lola Elda Lake	"
Gladys Elizabeth Moore	"
Adda Mae Shull	"
Cornelia Mae Smith	"
Clarence E. Corbaley	1917
Mary Louise Corbaley	"
Alfred Carl Edmister	"
Clara Matilda McMullen	"
Frances Amy Pine	"
John Henry Kinkade	"

SCHOOL OF COMMERCE

Claud G. Cummings	1895
Sarah Cummings	"
Anna K. Engelskirchen	"
Flora E. Freedman	"
Robert I. Fisher	"
Eugene N. Gibbs	"
Julia M. Knauer	"
Charles Letl	"
Victor G. Orris	"
Howard E. Rogers	"
Frank B. Sibley	"
George D. Smith	"

Charles J. Young	"
Grace L. Bagley	1896
Josiah W. Baker	"
Artie C. Gerlack	"
O. B. Lewis	1898
Albert E. Pfiffner	"
Fred A. Runquist	"
Webb Setchell	"
Norman Wells Stewart	1899
Benton Albert King	1901
Carrie Ida Bauman	"
John William Muhs	"
Frederick Edward Raasch	"
Roscoe Conklin Hanaford	1904
Harry Louis Hanson	"
Myra Goldena Hurlbutt	"
Earl Jonas Smith	"
Ralph Obed Smith	"
Frank Roetzel	1905
Myrtle Mae Wilkinson	1906
Bruno Anton Etzbach	1907
Arthur Louis Kutter	"
Josie Gertrude King	1909
Jacob Lakin Nisley, Jr.	"
Frank Moore Shull	"
Minnie Katherine Beck	1910
Walter Lester Wolford	"
Viola Mae Carpenter	1911
Edna Belle Davison	"
George Philip Jacobs	"
Irvin James Keena	"
Sadie Elnor Warman	"
Henrietta Bertha Bishop	1912
Amos Gust Buck	"
Daniel Theodore Carlson	"
Courtney James Dunton	"
Homer Johnson Dunton	"
Harold Wallace Jewett	"
Raymond Leroy Olson	"

Arthur Edward Becker	1913
Gladys Elizabeth Moore	"
Hazel Viola Pullen	"
Ralph William Riley	"
Jesse T. Shewmaker	"
Alexander Goetsch	1914
William Talmage Hafer	"
Merton Webster Hewitt	"
Clayton D. Rackliffe	"
Carleton Dale Reed	"
Emil E. Ruhn	"
Gladys Roselynde Walker	"
Roscoe Herbert Wicks	"
Lena S. Adams	1915
Milderd G. Adams	"
Harry A. Hunter	"
Emma Lutz	"
Rachel Olsen	"
William E. Wright	"
Helena M. Zentmyer	"
Andrew Barnard	1916
Marshall Perkins	"

CONSERVATORY OF MUSIC

Ama Zader Button, Teacher's Certificate Course	1906
Harry L. Hanson, Teacher's Certificate Course	1907
Hope Millicent Pollard, Teacher's Certificate Course	1909
Mary Lydia Wallace, Teacher's Certificate Course	"
Mallory Frederick Horne, Teacher's Certificate Course	1914
Cornelia Mae Smith, Teacher's Certificate Course	1915
Helen Bellinger, Preparatory Credential	"
Grace Starbuck, Preparatory Credential	"
Cornelia Mae Smith, Normal Class Credential	1917

BEQUESTS TO OUR PERMANENT ENDOWMENT

For the convenience of those who wish to bequeath some property to the Permanent Endowment Fund of Aurora College, we suggest that the following form be used:

FORM OF BEQUEST

"I give, devise, and bequeath to Aurora College, a corporation existing under and by virtue of the laws of the State of Illinois, of the city of Aurora, County of Kane, and state of Illinois, the sum of Dollars
\$); or property described as follows:

to be applied to the uses of said corporation, and the receipt of the treasurer thereof shall be a sufficient discharge to my executors for the same."
WITNESSES:

Testator.

Note 1.—If the gift consists of property other than money, properly describe it so it can be identified.
Note 2.—The law in most states provides that the testator sign the will in the presence of two or more disinterested witnesses, who must also sign the will in the testator's presence, and in the presence of each other. We advise the observance of this requirement.

Executed in Duplicate

PLEDGE FOR AURORA COLLEGE ENDOWMENT FUND

I hereby pledge the sum of dollars towards
the PERMANENT ENDOWMENT FUND OF AURORA COLLEGE, Aurora, Illinois.

It is mutually agreed that only the income from this fund is to be used for the operating expenses of our school and that the principal thereof shall remain a permanent endowment. This pledge is payable on or before, 191....., in the following manner: \$..... Quarterly, \$ Yearly. The undersigned agrees that he will pay to Aurora College interest from the date of this pledge or any portion of it unpaid, at the rate of per annum, payable annually. It is further agreed that in case of my death before this pledge is paid that it is to be paid out of my estate.

Signed

Town

State

Street No.

\$

Date 191 ..

UNIVERSITY OF ILLINOIS-URBANA



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